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# Rock Island High School

Rock Island
Illinois

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# CATALOGUE

AND

# COURSE OF STUDY

OF THE

# ROCK ISLAND HIGH SCHOOL

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PUBLISHED BY ORDER OF THE
BOARD OF EDUCATION.

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1897-98.

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*Kramer, Bleuer & Co., Printers.*
*Rock Island, Ill.*

HIGH SCHOOL.

## BOARD OF EDUCATION.

1897-98.

| | | |
|---|---|---|
| Mrs. Sarah Norris | Term expires | 1898 |
| Frank Robbins | " " | 1898 |
| R. A. Donaldson | " " | 1899 |
| C. B. Marshall | " " | 1899 |
| August Heimbeck | " " | 1900 |

### OFFICERS OF THE BOARD.

| | |
|---|---|
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| J. F. Robinson | Treasurer |
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| | |
|---|---|
| Finance and Auditing | Heimbeck, Norris |
| Teachers, Text-Books, and Discipline | Marshall, Donaldson |
| Supplies | Norris, Marshall |
| Insurance, Heating, and Janitors | Donaldson, Norris |
| Building and Repairs | Robbins, Heimbeck |

### DIRECTORY.

| | |
|---|---|
| Board of Education | Room 4, Mitchell & Lynde Building |
| Regular Meetings | Second Tuesday of Each Month |
| Superintendent's Office | Second Floor, Lincoln School |
| Principal's Office | Second Floor, High School Building |

### TELEPHONES.

| | |
|---|---|
| Board of Education | No. 1048 |
| Superintendent's Office | No. 1267 |
| Principal's Office | No. 1094 |

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High School Building ..... Corner 6th Ave. and 21st St.

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## CALENDAR.

The High School opens for the year on the first Monday of September and continues for thirty-six weeks, with a vacation of two weeks at the holidays and one week at Easter.

## HIGH SCHOOL FACULTY.

Edward Van Dyke Robinson, A. M., Ph. D. (Leipzig) Principal
Greek, Latin, Civics.

Mrs. Cora L. Eastman ..... Assistant Principal
Latin.

Miss Rose M. Clark, B. S. ..... Ohio Normal University
English.

Miss Augusta Hellpenstell ..... Seminary, Münster, Germany
French and German.

Edward G. Maul, B. S. ..... Michigan University
Mathematics.

Miss Alice Rush ..... Michigan University
Biological Sciences.

H. R. Smith, B. S. ..... Michigan Agricultural College
Physical Sciences.

C. A. Wendell, A. M. ..... Augustana College
History.

Miss Abbie Dean ..... Chicago Normal
Drawing.

G. R. Housel ..... Ohio State Normal
Music.

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M. Colligan, Janitor.

# TO THE PUBLIC

In education, as in nearly every other field of human activity, the last generation has witnessed changes so great that it is difficult to grasp their full significance.

Many still living can remember the time when schools were few and scattered, without system or cohesion, supported largely by tuition-fees, attended irregularly for a few months or terms by pupils of all degrees of proficiency and deficiency, governed by the rod, and taught by persons usually without systematic preparation for teaching. To-day, all this is changed; and while increase in population and in wealth have been factors in the change, the real cause must be sought in an altered conception of the purpose and scope of education.

The old system, or lack of system, arose from the supposition that education was a purely intellectual process whose sole end was money-making; whence it followed that it was a purely private affair. The new system assumes that education is above all an ethical process, whose chief end is character; whence it follows that it is a matter of the most vital interest to the entire commonwealth. If the people are to govern the state, it is essential that they be educated, not only that they may have the intelligence requisite for dealing with the complicated public questions of to-day, but also and chiefly that they may have the patriotism and the devotion to high ideals which constitute the only safe foundation of national existence.

In the system of free public schools, which was created to carry out the new conception of education, the High School occupies a peculiar position, in that it is called upon to discharge a double function. On the one hand it must serve as a preparatory school, so that all children of native ability, be their parents poor or rich, may find an open pathway reaching from the

primary school to the university. For if this is not provided, secondary and higher education will be the privilege of the rich alone, and democracy in the state cannot long endure if coupled with aristocracy in education. On the other hand, the High School must serve as a finishing school for the great majority who go directly from it into the pursuits of active life; in other words, it must be the "People's College."

This double aim has led to great practical difficulties in the administration of High Schools. For as university requirements now stand, the two are not easily reconcilable; the studies which are required for admission to the universities often do not give the best preparation for the duties and demands of practical life, while other studies, which college-preparatory students can afford to postpone, must be taken by the majority of students in the High School or missed altogether. The result has been that some schools have sacrificed the many to the few by offering only college-preparatory courses, while others have gone to the opposite extreme of ignoring entirely the admission requirements of the universities. In either case, the interest of the pupils and the cause of education have alike suffered serious injury.

The following course of study is an attempt to find a middle way between these two extremes. Its distinguishing feature consists in the consolidation of the many rigid courses still found in some schools into a single flexible course from which it is possible, without any loss of time or of standing, to select studies so as to make up as many different courses as there are different natures, varying natural endowments, and distinct needs among the pupils. In other words, it is built upon the assumption that the school exists for the pupils, not the pupils for the school; that no class among them should be sacrificed to other classes; and that to give to all whatever training will best fit them for the discharge of their varied duties as men and citizens is not only the chief function of secondary schools, but their imperative duty.

EDWARD VAN DYKE ROBINSON.

# PART I: COURSE OF STUDY AND TEXT BOOKS.

## GENERAL COURSE OF STUDY.

| | FIRST HALF-YEAR. | Per week. | SECOND HALF-YEAR. | Per week. |
|---|---|---|---|---|
| Ninth Grade. | REQUIRED. | | REQUIRED. | |
| | Grammar, Composition and Classics | 5 | Grammar, Composition and Classics | 5 |
| | General History: Oriental and Greek | 3 | General History: Roman | 3 |
| | Algebra | 5 | Algebra | 5 |
| | CHOOSE ONE. | | CHOOSE ONE. | |
| | Physiology | 5 | Physical Geography | 5 |
| | Latin IX | 5 | Latin IX | 5 |
| | Bookkeeping | 5 | Bookkeeping | 5 |
| | EXTRA. | | EXTRA. | |
| | Drawing (1 credit) | 2 | Drawing (1 credit) | 2 |
| | Music (1 credit) | 2 | Music (1 credit) | 2 |
| Tenth Grade. | REQUIRED. | | REQUIRED. | |
| | Rhetoric, Composition and Classics | 5 | Rhetoric, Composition and Classics | 5 |
| | General History: Medieval | 3 | General History: Modern | 3 |
| | CHOOSE TWO. | | CHOOSE TWO. | |
| | Algebra | 5 | Arithmetic | 5 |
| | Biology | 5 | Botany | 5 |
| | Latin X | 5 | Latin X | 5 |
| | Business Practice and Stenography (after 1897-98) | 5 | Business Practice and Stenography (after 1897-98) | 5 |
| | EXTRA. | | EXTRA. | |
| | Drawing (1 credit) | 2 | Drawing (1 credit) | 2 |
| | Music (1 credit) | 3 | Music (1 credit) | 2 |
| Eleventh Grade. | REQUIRED. | | REQUIRED. | |
| | English Literature, Composition and Classics | 5 | English Literature, Composition and Classics | 5 |
| | Plane Geometry | 4 | Plane Geometry | 4 |
| | CHOOSE TWO. | | CHOOSE TWO. | |
| | English History | 5 | English History | 5 |
| | Chemistry | 5 | Chemistry | 5 |
| | Latin XI | 5 | Latin XI | 5 |
| | Greek XI | 5 | Greek XI | 5 |
| | German XI or French XI | 5 | German XI or French XI | 5 |
| | Business Practice and Stenography (after 1898-99) | 5 | Business Practice and Stenography (after 1898-99) | 5 |
| Twelfth Grade. | CHOOSE FOUR. | | CHOOSE FOUR. | |
| | English Masterpieces | 5 | English Masterpieces | 5 |
| | U. S. History and Economics | 5 | Civics | 5 |
| | Solid Geometry | 5 | Trigonometry | 5 |
| | Physics | 5 | Physics | 5 |
| | Latin XII | 5 | Latin XII | 5 |
| | Greek XII | 5 | Greek XII | 5 |
| | German XII or French XII | 5 | German XII or French XII | 5 |
| | Stenography and Commercial Law (after 1899-1900) | 5 | Stenography and Commercial Law (after 1899-1900) | 5 |

## CHOICE OF STUDIES.

Pupils may choose any branch offered in the grade in which they are classified, subject to the restrictions indicated in the course of study.

Required work in a lower grade must always be taken in preference to any branches in a higher grade. This means the required amount as well as the required branches.

Special permission from the Faculty is requisite to take any study outside of the pupil's grade, to drop a study at any time during the year, or to take any extra study except music or drawing.

Pupils who desire to graduate or to enter college after graduation, must conform to the requirements given for graduation and college preparation, respectively.

Studies will not be given, as a rule, unless chosen by six or more pupils.

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## PREPARATION FOR COLLEGE.

While the chief object of the High School is the preparation of pupils for life rather than for college, the course nevertheless includes all ordinary college-preparatory studies, and it is therefore possible, by judicious selection, to prepare for any of the great universities. But the studies must be chosen with this end constantly in view. A mistake in any term, from the first to the last, would throw the pupil back a year.

For the guidance of pupils, several university-preparatory courses, selected from the general course, are given below. Graduates of this school who have completed any one of these courses, and whose average standing throughout the High School has been 85 per cent or higher, are entitled to a university certificate. This will admit the holder to any one of several universities without examination.

In the Scientific course, pupils who take a foreign language in the third year must continue it through the fourth.

## COURSES PREPARATORY FOR THE UNIVERSITY.

| CLASSICAL. | LATIN. | SCIENTIFIC. |
|---|---|---|
| **NINTH GRADE.** | | |
| Grammar, Composition and Classics .... 5<br>General History..... 3<br>Algebra..... 5<br>Latin ..... 5 | Same as Classical. | Same as Classical, with Drawing Added. |
| **TENTH GRADE.** | | |
| Rhetoric, Composition and Classics.... 5<br>General History..... 3<br>Algebra-Botany ..... 5<br>Latin ..... 5 | Same as Classical. | Same as Classical, with Drawing Added. |
| **ELEVENTH GRADE.** | | |
| Literature, Composition and Classics.... 5<br>Plane Geometry..... 4<br>Latin ..... 5<br>Greek ..... 5 | Literature, Composition and Classics 5<br>Plane Geometry..... 4<br>Latin..... 5<br>German or French.. 5 | Literature, Composition and Classics.... 5<br>Plane Geometry..... 4<br>Chemistry ..... 5<br>Latin, German, French or English History 5 |
| **TWELFTH GRADE.** | | |
| Geometry { Civics / Trig. } .. 5<br>Physics ..... 5<br>Latin ..... 5<br>Greek ..... 5 | Geometry { Civics / Trig. } 5<br>Physics ..... 5<br>Latin..... 5<br>German or French 5 | History—Civics..... 5<br>Geometry-Trigonometry ..... 5<br>Physics ..... 5<br>Latin, German, French or English Masterpieces ..... 5 |

## MUSIC.

In view of the fact that many parents desire their children to study music outside of school, and the further fact that this subject, when properly pursued, yields educational results worthy of recognition, the following plan has been devised whereby pupils may secure credit in school for systematic work in music under private instructors.

This plan provides:

(1) That the teacher of music shall have made application to the Board of Education, and shall have received authority to issue certificates of credit for work done.

(2) That these certificates shall specify the amount and kind of work accomplished and the pupil's standing therein. Special blanks will be furnished for this purpose.

(3) That the ratio shall be one credit for every thirty hours (sixty minutes each) spent, under competent direction, in the systematic study of music, provided the standing attained is 75 or higher.

In order to secure five credits in a half year it would therefore be necessary for a pupil to spend one hundred and fifty hours: that is approximately one hour and forty minutes, six days in the week, for eighteen weeks; or a lesser time daily for a longer period.

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## EXAMINATIONS.

At least two unannounced hour tests, occupying the usual recitation period, will be given each semester in each subject. These must be taken by all pupils. There will also be a final examination in each subject at the end of the semester. From this those pupils may be excused whose average in the study is 85 per cent or higher, provided they have not been absent from school, nor tardy, during the half-year. No excuse for absence or tardiness shall remove this restriction.

Pupils living outside the city limits, and all pursuing special studies, may come to recitations only; but they will be required, if they do this, to take all final examinations.

All examinations (except in music and drawing) including those upon back work, must be given in the High School build-

ing, by some member of the High School corps who shall not have served as a private tutor in preparing pupils for the examination.

The object of this last proviso is to protect teachers from disagreeable importunities and prevent their being placed in the embarrassing position of refusing to pass those whom they themselves have tutored.

## GRADING.

An average of 75 on each semester's work in each subject is required for passing. A failure on any semester's work must be made up before credit will be given for that subject. This must be done in the regular class, unless the faculty agree that a special examination be allowed. If any pupil fails to pass this examination a second shall not be granted. No pupil shall be passed on the strength of recitation work under private tutors.

All pupils who fall behind their grade in a year's work, that is, either two subjects in one semester, or one subject extending through two semesters, are classified and seated with the next lower grade. But for classification as seniors, 110 credits, or, in other words, absolutely clear records for the first three years, are requisite; that is, failure in any study for any recorded period shall debar pupils from the senior class until the work is made up.

### CREDIT.

The unit of credit is one exercise a week for a half-year. A semester's work in any study therefore entitles the pupil to as many credits as there are recitations per week, these being indicated by the numbers at the right of the studies. Laboratory hours are not counted.

### GRADUATION.

The requirements for graduation are:

I. That the pupil shall have 150 credits.

II. That he shall have completed the following minimum of work in each class of subjects:

1. English, 30 credits, as specified in the course of study.
2. History, 12 " " " " "
3. Mathematics, 18 credits. The branches specified in the course of study are recommended.

4. Science, 15 credits. Two or more sciences must be completed.
5. Languages, 20 credits (2 years) in one language.

In addition thereto, pupils are required to take part in public rhetorical exercises as often as called upon; and also, upon complaint of poor spelling in their written work, to resume the study of spelling and continue it until they stand 90 per cent or better for a half-year.

## SPECIAL STUDIES.

Pupils not candidates for a diploma may elect whatever studies they wish, subject to the approval of the Faculty, but shall be dropped from the class whenever their work becomes unsatisfactory, or their attendance very irregular. They shall take the same examinations and obey the same rules as regular pupils, but shall not receive credit for work done.

Special pupils who pay tuition on account of being over 21 years of age may, however, be released from all examinations, provided their attendance is regular and their recitation-standing is 85 per cent or above.

## TUITION.

All pupils who are not bona fide residents of the school district of Rock Island, and all residents over 21 years of age, are required to pay tuition at the rate of $10 per half-year. This is payable in advance, on or before the third Monday of each semester.

# HIGH SCHOOL TEXT BOOKS.

## MATHEMATICS.

| | Mailing Price. |
|---|---|
| **Arithmetic**—No text used exclusively, but Beman & Smith's Higher Arithmetic (Ginn) is preferred | $ .80 |
| **Bookkeeping**—Schwartz, Office Routine and Bookkeeping, (Williams & Rogers) (net) | 2.26 |
| **Algebra**—Wentworth, School Algebra (Ginn) | 1.25 |
| **Geometry**—Wentworth, New Plane and Solid Geometry (Ginn) | 1.40 |
| Or Beman & Smith, Plane and Solid Geometry (Ginn) | 1.35 |
| **Trigonometry**—Wentworth, New Plane Trigonometry, with Tables (Ginn) | 1.00 |

## SCIENCE.

| | |
|---|---|
| **Physiology**—Martin, Human Body, Briefer Course (Holt) | 1.20 |
| **Biology**—Boyer, Laboratory Manual (Heath) | .80 |
| **Botany**—Spalding, Introduction to Botany | .80 |
| No key or laboratory manual exclusively used. | |
| **Physical Geography**—Hinman, Eclectic Physical Geography (A. B. C.) | 1.00 |
| Or Tarr, First Book of Physical Geography (MacMillan) | 1.00 |
| **Chemistry**—Shepard, Inorganic Chemistry (Heath) | 1.12 |
| Alternatives: Williams, Elements of Chemistry (Ginn) | 1.10 |
| Or Storer & Lindsay, Elementary Manual of Chemistry (A. B. C.) | 1.20 |
| No laboratory manual exclusively used, but William's Chemical Experiments is preferred (Ginn) | .60 |
| **Physics**—Carhart & Chute, Elements of Physics (Allyn) | 1.20 |
| No laboratory manual exclusively used. | |

## LANGUAGES.

| | |
|---|---|
| **Greek**—First Greek Book, Gleason & Atherton (A. B. C.) | 1.00 |
| Grammar, Goodwin (Ginn) | 1.65 |
| Prose, no fixed edition; Pearson accepted (A. B. C.) | |
| Xenophon, no fixed edition. | |
| Homer, no fixed edition. | |
| **Latin**—First Latin Book, Collar & Daniell (Ginn) | 1.10 |
| Grammar, alternatives; Allen & Greenough (Ginn) | 1.30 |
| Harkness (A. B. C.) | 1.12 |
| Bennett (Allyn) | .80 |
| Prose, no fixed text. | |
| Viri Romae, no fixed text. | |
| Cæsar, Kelsey's edition (Allyn) | 1.25 |
| Or Arrowsmith & Whicher, First Latin Readings (A. B. C.) | 1.25 |
| Cicero, no fixed edition. | |
| Alternatives, Kelsey's (Allyn) | 1.25 |
| Allen & Greenough (Ginn) | 1.55 |

Ovid, no fixed edition, Kelsey's preferred (Allyn) ..... 1.25
Vergil, no fixed edition.
Alternatives: Frieze's (A. B. C.) ..... 1.30
Comstock's (Allyn) ..... 1.40
Greenough's (Ginn) ..... 1.65
French—Edgren, French Grammar (Heath) ..... 1.12
Edgren, Supplementary Exercises (Heath) ..... .12
Composition, no fixed text.
Reader, no fixed text.
Authors, no fixed list.
German—Thomas, Practical German Grammar (Holt) ..... 1.12
Thomas, Supplementary Exercises (Holt) ..... .12
Composition, Harris (Heath) ..... .50
Reader, no fixed text.
Conversation, no fixed text.
Authors, no fixed list.

## ENGLISH.

Spelling—Reed (Maynard) ..... .25
Grammar—No fixed text; Reed & Kellogg accepted (Maynard) ..... .63
Composition—No fixed text; Lewis preferred (MacMillan) ..... .80
Rhetoric—No fixed text.
Alternatives: Kellogg (Maynard) ..... 1.05
Genung (Ginn) ..... 1.00
Scott & Denney (Allyn) ..... 1.00
English Literature—Pancoast's Introduction (Holt) ..... 1.25
Handbooks recommended:
Watkins, Primer of American Literature (A. B. C.) ..... .35
Gayley, Classic Myths in English Literature (Ginn) ..... 1.65
Gummere, Handbook of Poetics (Ginn) ..... 1.10
Koopman, The Mastery of Books (A. B. C.) ..... .90
Classics—No fixed list or fixed editions. Those named for the several grades indicate approximately the amount and kind of work done, but are subject to change from year to year as experience shows to be advisable.

## HISTORY AND CIVICS.

General History—Myers (Ginn) ..... 1.65
Alternative: Sheldon (Heath) ..... 1.60
English History—Montgomery (Ginn) ..... 1.25
American History—No fixed text. Fiske, McMaster, Channing or Johnston accepted.
Civics—MacCleary, Studies in Civics (A. B. C.) ..... 1.00
Dole, The American Citizen (Heath) ..... 1.00
Or Bryce, The American Commonwealth, abridged (MacMillan) ..... 1.75

## PART II: OUTLINE OF WORK.

### INTRODUCTION: TO TEACHERS.

The following outline was prepared in order to show what is expected in the several subjects, what objects are specially emphasized, and what methods are considered best for the attainment of these ends. It is also hoped and expected that a better coördination of the several branches and a certain unity of work will be made possible, because the teachers can each see what the others are doing.

It hardly needs to be said that an organization so rigid as to ignore varying circumstances is not desired, and still less is it purposed to constrain in any way the individuality and spontaneity of the teachers. On the contrary, it is in the power of the teachers' personality that the chief value of education, considered from the ethical standpoint, lies. Having themselves attained freedom, they are to help others to that truth which shall make men free. This is the true purpose, the deepest meaning of education. If it does not result in character, any mere knowledge which may be attained is of doubtful value. And if it is to result in character, the first requisite is that all the studies should be silently brought to bear so as to awaken proper conceptions of the position and duties of the individual; of his position as a moral agent in a world absolutely subject to law, and his duty of obedience to the law. Obey he must, or the law will crush him to atoms. If he obeys voluntarily, he is free; for the only freedom that is either possible or desirable is voluntary obedience to law; if he obeys under compulsion, he is a slave; for the essence of slavery is involuntry obedience to alien force. And such the law becomes if defied. The reason is obvious. If a man identifies his own will with the law, he

but obeys himself in obeying the law, hence is a free moral agent; but if he sets his will against the law, he obeys none the less, but he obeys something which is not himself, hence lives in servitude.

What, then, shall be the spirit of his obedience? This is the question which every child that reaches the age of reason must and does answer for himself; and upon his answer depends his future welfare and usefulness. Neither constraint nor exhortation can lead him to answer it aright. But if once he can be brought to see things as they are, he will not hesitate. All the facts of existence, all the logic of science, all the records of history and the works of literature, are filled with ethical meaning to him who can but interpret them. To so arrange and state the facts that the pupil can make the interpretation for himself, and then to reinforce their silent teaching by the unconscious influence of his own personality—this is the highest function of the true teacher.

## COLLATERAL READING.

It is a part of the deliberate purpose of the school to encourage and direct the reading of pupils; and it is hoped that the teachers will interest themselves heartily in this work.

In some subjects, such as science, the reading can often be done to best advantage on special topics assigned from day to day; the reports thereon being carefully prepared, but usually oral. This will avoid much profitless copying.

In other subjects, such as literature, entire works should be read whenever possible, though of course reference reading on assigned topics is also expected. It is desirable that the lists of such collateral reading be given out each spring for the next year, so that the books may serve for summer reading.

The evidence to be demanded that the work has been satisfactorily done will naturally vary in different subjects and grades, but a good original review is usually sufficient. Care is necessary, however, to insure that it be entirely original.

Unless otherwise specified, one book, or equivalent, a semester is the minimum. For every book, or equivalent, in addition to the required number, which the pupil presents evidence of having read with profit, 1 per cent may be added to the sem-

ester average, provided the teacher favors this plan. But the average cannot be raised in this way more than 10 per cent.

Teachers would do well to secure complete revised lists of the books in their several departments accessible in the school library and the public library.

## MATHEMATICS.

### GENERAL REMARKS.

In elementary mathematics, practical utility is the main thing. In higher mathematics it is discipline. For the practical value of higher mathematics is slight, notwithstanding the popular prejudice which sees in mathematics the distinctively "practical" branch; but the educational value is proportionately great. Properly taught, it develops the reason, teaches pupils to think for themselves, accustoms them to give and demand positive proof, and to rest content with nothing less. To achieve this result, however, the disciplinary end must be kept constantly in view, and rigorous exactness must characterize every statement, operation and deduction.

Considerable attention to the history of mathematics and to the lives and achievements of noted mathematicians.

If reports of outside work are called for, each pupil should report problems not worked and should then be required to work on the board some he claims to have done. Failure in this constitutes a failure on that recitation.

### REFERENCE WORKS.

Merriman & Woodward: Higher Mathematics.....Wiley & Sons, N. Y.
Ball: Short History of Mathematics.....MacMillan
Mathematical Recreations.....MacMillan
Cajori: History of Elementary Mathematics.....MacMillan
Gow: History of Greek Mathematics.....MacMillan
Davies & Peck: Dictionary of Mathematics.....Barnes
Casey: Sequel to Euclid.....Longmans
Schofield: Another World.....Sonnenschein
Beman & Smith: Famous Problems of Elementary Geometry.....Ginn
Beman: Bibliography of Mathematics.....Academy '88
Brooks: Philosophy of Arithmetic.....Lower, Potts & Co.
McLellan & Ames: Public School Arithmetic.....MacMillan
Chrystal: Algebra, 2 vols.....MacMillan
Langley: Computation.....Longmans
Clifford: Common Sense of the Exact Sciences.....Appleton
Report of Committee of Ten: pp. 104-116.

## BOOKKEEPING.

A thorough drill in the use of business forms, the pupils conducting a regular business involving all the ordinary transactions. Accuracy, neatness, and rapidity insisted upon.

## ARITHMETIC.

The work given in Beman and Smith, with many supplementary examples. Special emphasis on business topics. Rapidity and certainty in computations are quite as essential as an understanding of principles.

Practice in analysis of problems and statement of methods as distinguished from solution. This is to prevent mere working to get the answer.

Treatment from historical standpoint wherever possible.

## ALGEBRA.

Many supplementary examples. Quickness and accuracy rigidly enforced, especially in the common operations.

Literal coefficients and literal, fractional and negative exponents need careful attention.

Practice in analysis, and statement of methods, as in Arithmetic.

Grade IX, 1—Wentworth, pp. 1-143.
Grade IX, 2—Wentworth, pp. 144-248.
Grade X, 1—Wentworth, pp. 248, seq.

## GEOMETRY.

Chief points to be insisted upon: accuracy in construction of figures, verbatim citation of propositions, elegance of form in oral demonstration, and completeness of proof.

Magnitudes compared directly rather than by means of their numerical measures. The elements of logic taught so far as involved in the method of geometric proof.

Original demonstration encouraged. Practical applications made wherever possible.

Grade XI, 1—Beman & Smith, pp. 1-101, or equivalent.
Grade XI, 2—Beman & Smith, pp. 102-207, or equivalent.
Grade XII, 1—Beman & Smith, pp. 208-307, or equivalent.

## TRIGONOMETRY.

Grade XII, 2—Wentworth. Outside examples, especially in use of logarithms and reduction of formulae. Training in the practical applications of the science.

## SCIENCE.

### GENERAL REMARKS.

The laboratory method should be used wherever possible in all branches, the texts serving merely as laboratory guides. Science learned from a text-book is a contradiction in terms.

Valuable suggestions on all subjects will be found in the "Report of the Committee of Ten," published for the N. E. A. by the American Book Co. (pp. 117-161).

Interest will be aroused by pointing out the practical bearings of the subjects on the arts that constitute material civilization. Topics of this kind should be assigned to pupils for supplementary reading, followed by oral reports to the class.

The various scientific catalogues should always be at hand —e. g. those published by MacMillan, Appleton, Lippincott, Longmans, Holt, Scribners, and others; as also the lists of the International Scientific Series (App.), Contemporary Sc. Series (Scrib.), Humboldt Library, etc.

Some scientific periodical should be regularly consulted for the latest literature and discoveries; e. g. Nature or Science (MacMillan), or Science Progress (Heath).

Collateral readings and reports are desirable in all courses. Some titles are suggested below, by way of illustration merely.

### PHYSIOLOGY.

Gross anatomy merely as basis for work in physiology proper and hygiene; in so far an informational rather than disciplinary subject.

Laboratory work as preparation for biology. Bacteria in relation to disease. Drawings of tissues, etc. Record of experiments. Much of the text should be merely read and discussed in class; chief reliance on ocular demonstration. This, however, must be judiciously managed.

### BIOLOGY.

A treatment leading up to the recognition of the fundamental unity of all forms of life, and of their process of development.

Supplementary work, especially on bacteria in relation to butter-making, farming, etc.

### BOTANY.

The work in Spalding, supplemented by training in the analysis and identification of about 25 common plants.

Pupils who have not had biology should be given extra work, either in laboratory or library, or both, to fill up the gap so far as possible.

## PHYSICAL GEOGRAPHY.

**Text read and discussed rather than recited, and made subordinate to observation. For this purpose, excursions may be arranged and specimens collected. The bluffs in this vicinity constitute the laboratory for this study.**

Causes affecting the fertility of the soil. The effect of forests. management of rivers. irrigation, etc. Bearing of physical features on the course of history. Cf. Report of Committee of Ten, pp. 204-249.

## CHEMISTRY.

The laboratory method should be used almost exclusively. the pupils performing most of the experiments themselves and entering the results and inferences in note books.

All of the hundred experiments recommended by the Committee of Ten should be performed.

XI, 1: Williams, Chemical Experiments, pp. 1-47, or equivalent.

XI, 2: Williams, p. 47 seq., or equivalent, supplemented by twenty unknown solutions for analysis.

## PHYSICS.

The difficult and less fundamental parts of each topic may be eliminated in class and assigned, together with other supplementary work. to the abler pupils. But care must be taken not to weaken the course unduly.

During the year, about 70 laboratory exercises, mostly outside the text, including all of those recommended by the Committee of Ten; also supplementary problems.

XII, 1: Carhart & Chute, pp. 1-161.

XII, 2: Carhart & Chute, p. 161 seq.

## FOR REFERENCE AND COLLATERAL READING.

| | | |
|---|---|---|
| Abbot: | A Naturalist's Rambles About Home, Recent Rambles | Lipp. |
| Allen: | Force and Energy | Humboldt |
| " | Story of the Plants | Appleton |
| Angell: | Magnetism and Electricity | Putnam |
| A. O. U.: | Check List of N. A. Birds. | |
| Archibald: | Story of the Atmosphere | Appleton |
| Atkinson: | Ed. of Ganot's Natural Philosophy | Appleton |
| Badt: | Incandescent Wiring | Chicago, '93 |
| Ballou: | Footprints of Travel | Ginn |
| Baskett: | The Story of the Birds | Appleton |
| Bates: | A Naturalist on the River Amazon | Humboldt |
| Bayliss: | In Brook and Bayou | Appleton |
| Bessey: | Botany, Advanced Course | Holt |
| Biart: | Adventures of a Young Naturalist. | |
| Brassey: | Voyage Around the World in the Yacht Sunbeam | Holt |

| | | |
|---|---|---|
| **Buckley:** | Fairy Land of Science, Life and Her Children, Winners in Life's Race, History of Science, Moral Teachings of Science | Appleton |
| **Burroughs:** | A Year in the Fields | Houghton |
| **Campbell:** | Structural and Systematic Botany | Ginn |
| **Candolle:** | Origin of Cultivated Plants | Appleton |
| **Chambers:** | The Story of the Stars | Appleton |
| **Claus & Sedgwick:** | Zoology, 2 vols | Swan Sonnenschein |
| **Clodd:** | Story of Creation, Story of Primitive Man | Appleton |
| " | Primer of Evolution | Longmans |
| **Clifford:** | Common Sense of the Exact Sciences | Appleton |
| **Cooke:** | Fungi, The New Chemistry | Appleton |
| **Crosby:** | Tables for Determination of Common Minerals | Crosby |
| **Darwin:** | Coral Reefs, Vegetable Mould, Climbing Plants, Origin of Species, etc. | Appleton |
| **Deschanel:** | Natural Philosophy, 4 vols. | Appleton |
| **Drummond:** | Tropical Africa | Humboldt |
| **English Men of Science, edited by Galton** | | Appleton |
| **Faraday:** | Chemical History of a Candle | Harper |
| **Fernow:** | Forests and Forestry | Crowell |
| **Figuier:** | The Vegetable World, Reptiles and Birds, Mammalia, Ocean World, Insect World, Human Race | Appleton |
| **Flammarion:** | Wonders of the Heavens. | |
| **Foster:** | Text Book of Physiology | MacMillan |
| **Freeman:** | Historical Geography of Europe, 2 vols | Longmans |
| **Freer:** | Elements of Chemistry | Allyn |
| **Gall & Robertson:** | Popular Readings in Science | Longmans |
| **Gosse:** | Evenings at the Microscope | Appleton |
| **Gray:** | New Botanical Text Book, 2 vols | A. B. C. |
| **Guyot:** | The Earth and Man | Scribner |
| **Hart:** | Handbook of Volumetric Analysis | Wiley |
| **Helmholtz:** | Popular Scientific Lectures | Appleton |
| **Henslow:** | Floral Structures | Appleton |
| **Herrick:** | The Earth in Past Ages. | |
| **Houssay:** | The Industries of Animals | Scribner |
| **Hutchinson:** | Autobiography of the Earth | Appleton |
| **Huxley:** | On a Piece of Chalk, Man's Place in Nature, The Physical Basis of Life, Science Primer, Anatomy of Vertebrated Animals, Anatomy of Invertebrates, The Last Half Century of Science, Origin of Species, Methods and Results, Lay Sermons | Appleton |
| **Jackman:** | Field Work in Nature Study | Flanagan |
| **Johnston:** | Chemistry of Common Life | Appleton |
| **Jordan:** | Factors in Organic Evolution | Ginn |
| " | Manual of Vertebrates, Science Sketches | McClurg |

| | | |
|---|---|---|
| Judd: | Volcanoes | Appleton |
| King: | The Soil, Its Nature and Management | MacMillan |
| Kingsley: | Madam How and Lady Why | Ginn |
| " | Town Geology | Appleton |
| Landauer: | Blowpipe Analysis | MacMillan |
| Lassar-Cohn: | Chemistry of Every Day Life | Lipp. |
| Lockwood: | Electric Measurement | N. Y. '90 |
| Lommel: | Nature of Light | Appleton |
| Lubbock: | Chapters in Popular Natural History; The Senses, Instincts and Intelligence of Animals; Origin and Metamorphoses of Insects; Ants, Bees and Wasps; Flowers, Fruits and Leaves; Fifty Years of Science; Beauties of Nature | Appleton |
| Mach: | Popular Scientific Lectures | Chicago, '95 |
| MacMillan: | The Ministry of Nature | MacMillan |
| Martin: | Story of a Piece of Coal | Appleton |
| Morgan: | Animal Sketches, Animal Life and Intelligence | Ginn |
| Munro: | Story of Electricity | Appleton |
| Orton: | Comparative Zoology | Harper |
| Packard: | Zoology | Holt |
| " | Guide to Study of Insects | Holt |
| Pratt: | The Story Land of Stars. | |
| Procter: | Light Science for Leisure Hours, Old and New Astronomy | Appleton |
| Quatrefages: | The Human Species | Appleton |
| Reclus: | History of a Mountain. | |
| Ribot: | Heredity | Appleton |
| Ridgway: | Manual of N. A. Birds | Lipp. |
| Ritter: | Comparative Geography | A. B. C. |
| Roberts: | The Fertility of the Land | MacMillan |
| Romanes: | Darwin and After Darwin, 2 vols | Chicago |
| Routledge: | Discoveries and Inventions of the 19th Century | Rout. |
| Ruskin: | Ethics of the Dust | Merrill |
| Sachs: | History of Botany | Clarendon |
| Sedgwick and Wilson: | General Biology | Holt |
| Seeley: | The Story of the Earth | Appleton |
| Shaler: | Aspects of the Earth, Story of Our Continent, First Book in Geology, Nature and Man in America, Interpretation of Nature | Scribner |
| Sloane: | Arithmetic of Electricity | London, '95 |
| Stallo: | Concepts and Theories of Modern Physics | Appleton |
| Stanford: | Compendium of Geography and Travel, 7 vols | Scribner |
| Stanley: | In Darkest Africa | Scribner |
| Stevenson: | Boys and Girls in Biology | Appleton |
| Stewart: | Conservation of Energy | Appleton |
| Tarn: | Magnetism and Electricity | Chambers |

| | |
|---|---|
| Tarr: | Physiography for High Schools, Elementary Geology, Elementary Physical Geography..MacMillan |
| Thompson: | Electricity and Magnetism.....MacMillan |
| | By-ways and Bird Notes. |
| Thomson | The Study of Animal Life.....Scribner |
| Thorpe: | Essays in Historical Chemistry.....MacMillan |
| Tilden: | Commercial Geography.....Leach |
| Trouessart: | Microbes, Ferments and Moulds.....Appleton |
| Tylor: | Anthropology.....Appleton |
| Tyndall: | Hours of Exercise in the Alps, Forms of Water, Sound, Light, Electricity, Fragments of Science, New Fragments of Science, Floating Matter of the Air, Heat as a Mode of Motion.....Appleton |
| Van Beneden: | Animal Parasites and Messmates.....Appleton |
| Van Bryssel: | The Population of an Old Pear Tree.....MacMillan |
| Venable: | Short History of Chemistry.....Heath |
| Vignoli: | Myth and Science.....Appleton |
| Vincent: | The Plant World. |
| Wallace: | Tropical Nature.....Humboldt |
| White: | The Natural History of Selborne.....Camelot |
| Williams: | Geological Botany, Geological Biology.....Holt |
| " | Scientific Aspects of Some Familiar Things. |
| Winchell: | Sketches of Creation.....Scott |
| Wood: | Half Hours in Field and Forest. |
| Woodhead: | Bacteria and their Products.....Scribner |
| Wright-Coues: | Citizen Bird.....MacMillan |
| Wurtz: | The Atomic Theory. |
| Youman: | Correlation and Conservation of Forces.....Appleton |

## LANGUAGES.

### GENERAL REMARKS AND SUGGESTIONS.

The object sought is the ability to read in the original, understand, and enjoy the foreign language, without any rearrangement whatsoever of the words or the intervention of any translation. This should never be lost sight of for a moment. All methods which tend to bring about this result are justified by their fruits; all which do not, are condemned, no matter what else may be urged in their behalf.

The following suggestions have this end in view:

1. Inflections, vocabulary, word-order, syntax, and prosody should be emphasized in the order in which they stand — inflections the earliest and most, prosody the least — but none of them should be neglected. All poetry is to be read metrically.

2. Model sentences, proverbs, idioms, prose and verse memory-gems should be committed to memory and frequently called for.

3. Colloquial practice, based largely on the text read, should be associated with formal composition drawn from the same source. The foreign language should be used in class. This is possible to a great extent even with the ancient languages. After each pupil has translated a passage, he should be given the English, slightly altered, to translate back into the foreign language, either orally or on the board. "Whenever a mistake in translation is due to a mistake in syntax, the pupil should be required to translate into the foreign tongue the English actually given."

4. Prose composition should form a small part of each recitation. About half the slips distributed should contain sentences for sight translation. Connected discourse is to be introduced as rapidly as possible. The copying of sentences in a book for preservation is not desirable. Pupils should understand that a part of every examination will consist of English sentences previously translated and corrected in class.

5. In connection with translation into English, the following rules are very important:

(1). No rearrangement of words is to be attempted during the process of understanding the passage. It should be read over in the original, without looking up a word in the dictionary, three times at least, or even more, if the general meaning does not sooner become apparent.

(2). Before translating in class, pupils should read the original aloud so as to convey the sense, the rest of the class following by ear alone; and are then to state, in their own words, the substance of the passage read. Other pupils should frequently be called upon to translate both prepared and unprepared work after hearing it read, without having the text before them.

(3). Grammatical questions should precede the translation, unless they become necessary to get at the meaning.

(4). Idomatic English must always be insisted upon. Translation jargon is intolerable — e. g. abl. absolutes rendered by "being" and "having been," etc.

(5). Occasional written translations are desirable. The best of these should be read aloud in class, criticised and commended.

(6). Sight translation — daily if possible, frequently in any case; passages to be selected from the pages following, but not consecutive with the assigned lesson. Cf. Hale, Art of Reading Latin, and Aims and Methods in Classical Study.

(7). Teachers should always give a carefully prepared, fluent, elegant translation at the close of each recitation.

6. After translating a passage, a pupil should be sent to the board to write inflections and rules for constructions occuring in the passage.

In this way, by careful planning and distribution of work among the several pupils, nearly all common forms and constructions can be reviewed daily.

It is desirable, whether for advance or review in grammar, to assign certain topics to be looked up each day in connection with the translation: these topics to be especially dwelt upon in class. Whatever is assigned to be looked up must be called

for without fail, under penalty of causing the pupils to feel that they have been imposed upon, and to treat with contempt all future assignments of topics for study.

Finally, every endeavor should be made to interest pupils in the subject matter of their texts, so that they may regard them as parts of the world's literature rather than as language mills. To this end, the literary, historical and human side should be emphasized both in class and in required collateral readings.

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## WORKS FOR REFERENCE AND COLLATERAL READING.

(See also under Literature and History.)

### GENERAL.

| | | |
|---|---|---|
| Delbrück: | Introduction to the Study of Language | Ginn |
| Johnson: | Universal Encyclopedia (6 vols.) | Appleton |
| McKnight: | Primitive Teutonic Order of Words (good for other languages) | Jo. of Germanic Philology, I, 136 |
| Paul: | Principles of History of Language | MacMillan |
| Posnett: | Comparative Literature | Appleton |
| Roemer: | Principles of General Grammar | Appleton |
| Schrader: | Prehistoric Antiquities of the Aryan People | London '90 |
| Spencer: | Chapters on the Aims and Practice of Teaching | MacMillan |
| Strong-Sogemann-Wheeler: | Introduction to Study of History of Language | London, '91 |
| Taylor: | The Alphabet: Origin and Development of Letters, 2 vols | Trübner |
| Thomas: | Dictionary of Biography | Lippincott |
| Warner: | Library of the World's Best Literature, 30 vols. | |
| Whitney: | Life and Growth of Language | Appleton |
| " | Language and the Study of Language | Scribner |

### ANCIENT.

| | | |
|---|---|---|
| Autenrieth: | Homeric Dictionary | Harper |
| Bennett: | Latin Grammar with Teachers' Appendix | Allyn |
| Biography: | | |
| Beesly: | The Gracchi, Marius and Sulla | Longmans |
| " | Catiline, Clodius and Tiberius | London, '78 |
| Boissier: | Cicero and His Friends | Putnam |
| Church: | Roman Life in the Days of Cicero | Dodd |
| DeQuincey: | The Cæsars: vol. VI of works | MacMillan |
| " | Cicero: vol. VI of works | MacMillan |
| Dodge: | Cæsar | Houghton |

| | | |
|---|---|---|
| Froude: | Cæsar, a Sketch | Harper |
| Fowler: | Julius Cæsar | Putnam |
| Merivale: | The Roman Triumvirates | Longmans |
| Strachan-Davidson: | Cicero | Putnam |
| Trollope: | Life of Cicero, 2 vols | Harper |
| Bohn: | Dictionary of Latin and Greek Quotations | Bohn |
| Bulfinch: | The Age of Fable | Lee & Shepard |
| Collins: | Ancient Classics for English Readers, 28 vols. in 9 | Lippincott |
| Comparetti: | Vergil in the Middle Ages | MacMillan |
| Coulanges: | The Ancient City | Lee and Shepard |
| DeQuincey: | Essays on Greek Literature, vol. X of works | MacMillan |
| " | The Philosophy of Roman History, vol. VI of works | MacMillan |
| Egbert: | Latin Inscriptions | A. B. C. |
| Fowler: | The City State of the Greeks and Romans | MacMillan |
| Gayley: | Classic Myths in English Literature | Ginn |
| Gildersleeve and Lodge: | Latin Grammar | Univ. Pub. Co. |
| Ginn: | Classical Atlas | Ginn |
| Goodwin: | Syntax of the Modes and Tenses of the Greek Verb | Ginn |
| Griswold: | Descriptive List of Novels Dealing with Ancient History | Cambridge |
| Guhl & Koner: | The Life of the Greeks and Romans | Appleton |
| Hale: | Aims and Methods in Classical Study | Ginn |
| " | The Art of Reading Latin | Ginn |
| " | Syntax of the Moods and Tenses of the Latin Verb | Ginn |
| Inge: | Society in Rome Under the Cæsars | Scribner |
| Jebb: | Growth and Influence of Greek Literature | Houghton |
| Johnston: | Latin Manuscripts | Scott |
| Journals: | Atlantis, a Modern Greek Newspaper | New York |
| | Alaudæ Aquila, Latin Journal | Bohn, New York |
| | Praeco Latinus, Latin Monthly | Phil. |
| | Tusculum, Latin Monthly | Phil. |
| Judson: | Cæsar's Army | Ginn |
| Keep: | Essential Uses of the Moods in Latin and Greek | Ginn |
| Kelsey: | Outlines of Latin Literature, with References | Allyn |
| Lewis: | Latin Dictionary for Schools | Harper |
| " | Elementary Latin Dictionary | Harper |
| Liddell & Scott | Intermediate Greek Lexicon | Harpers |
| Madvig: | Latin Grammar for the use of Schools | Ginn |
| Mayor: | Guide to the Choice of Classical Books, 2 vols. | MacMillan |
| Meader: | Books for a High School Classical Library | MacMillan |
| Müller: | Greek and Roman Versification | Allyn |
| Peck: | Dictionary of Classical Literature and Antiquities | Harpers |
| Preston & Dodge: | Private Life of the Romans | Leach |

Rizo-Rangabé: Practical Method in Modern Greek ..... Ginn
Roby: Grammar of the Latin Language, 2 Vols. ..... MacMillan
Rydberg: Roman Days ..... Putnam
Schreiber: Atlas of Classical Antiquities ..... MacMillan
Seeley: Roman Imperialism ..... Roberts
Sellar: Roman Poets, 3 vols. ..... MacMillan
Story: Roba di Roma ..... Houghton
Taylor: The Alphabet: Origin and Development of Letters, 2 vols ..... Trübner
Thompson: Handbook of Greek and Latin Palæography ..... Appleton
Tozer: History of Ancient Geography ..... London, '97
Tyrrell: Latin Poetry ..... Houghton
Yonge: English-Greek Lexicon ..... Harper
White: English-Latin Dictionary ..... Ginn

MODERN.

Bevier: French Grammar ..... Holt
Flügel: German-English Dictionary ..... Westermann
Guizot: History of France, 6 vols.
Heyse: Deutsche Grammatik.
König: Deutsche Litteraturgeschichte.
Lewis: History of Germany.
Smith, Hamilton and Legros: French-English Dictionary.
Whitney: German-English Dictionary.

GREEK.

General directions as above.

For obvious reasons, special drill on the vocabulary is desirable. especially during the first year. The principal parts of at least one hundred common irregular verbs should be thoroughly learned and often recited.

Emphasis on the human element. For this purpose, well selected and directed work on geography, mythology, history, antiquities and biography is to be recommended.

In addition to the impromptu composition above noted, use "some manual in which connected discourse is employed and the subject of syntax is topically treated."—e. g. Pearson (A. B. C.)

XI, 1: First Greek Book, Lessons 1-40.
XI, 2: Lessons 40-50, and appendix. Last ten weeks, Anabasis I or equivalent from the Hellenica or Thucydides.
XII, 1: To Christmas, Anabasis, II-III, or III-IV; or equivalent. Then begin Homer, with special attention to dialect and scansion.
XII, 2: Homer, 3 or 4 books.

LATIN.

General directions as above.
IX, 1: Collar & Daniell, Lessons 1-45.

IX, 2: Collar & Daniell, Lessons 45-72; eight weeks.

Thereafter take up some easy reading, selected from the following list, for the rest of the year. This should be accompanied by an exacting, systematic review.

| | | |
|---|---|---|
| Quintus Curtius: | Ed. by Fowler (Ginn) | $ .35 |
| | Ed. by Humphrey " | .55 |
| Eutropius: | Ed. by Clark (Leach) | .30 |
| | Ed. by Greenough (Ginn) | .25 |
| Phædrus: | Ed. by Drake (Allyn) | .30 |
| Valerius Maximus: | Ed. by Smith (Leach) | .25 |
| Viri Romæ: | Ed. by Rolfe (Allyn) | .75 |
| | Ed. by Buchanan (Maynard) | .60 |
| | Ed. by Whicher (Leach) | .50 |
| | Ed. by D'Ooge (Ginn) | .85 |
| | Ed. by Churchill & Sanford (Scott) | .75 |
| | Ed. by Arrowsmith & Knapp (A. B. C) | .75 |
| D'Ooge: | Easy Latin for Sight Reading (Ginn) | .45 |
| Harkness: | Latin Reader (A. B. C.) | .87 |
| Gildersleeve: | Latin Reader (Univ. Pub. Co.) | .83 |
| Arrowsmith & Whicher: | First Latin Readings, pp. 1-42 (A. B. C.) | 1.25 |
| Lindsay: | Sight Slips, 4 Nos. (Leach) each | .05 |
| Tomlinson: | Latin for Sight Reading (Ginn) | 1.00 |

All long vowels should be learned and marked from the beginning. Teachers must be scrupulously correct in pronunciation, for example is more potent than precept. Vocabulary committed, especially principal parts of verbs. Rules for pronunciation of proper names when used in English should be early given and enforced. (See Gayley's Classic Myths, pp. 493-494.)

Ablative absolutes always translated by equivalent clauses. Latin sentences should frequently be distributed on slips in class and translated on board, or read aloud and translated from hearing. So in the second and third years.

Memorizing of short and interesting passages.

X, 1: A. & W., pp. 42-121, or 2½ books of Cæsar.

X, 2: A. & W., pp. 121-165, or 1½ books of Cæsar. Thereafter, 500 lines of Ovid.

Throughout the year, the prose composition, pp. 229-246, or equivalent based on Cæsar, advancing pari passu with the translation.

Topics for collateral work: geography, biography, military antiquities, history. Every movement should be traced on map and every place located. Thorough review of forms and drill on syntax. Memorizing of selected passages.

XI, 1: Cicero, four orations; alternative, Sallust's Catiline and three orations.

XI, 2: Pro Archia Poeta, and one other oration or equivalent; 5 weeks. Then finish Kelsey's Selections from Ovid, or equivalent: i. e. about 1000 lines. Prose composition throughout

the year, 2-3 sentences daily, using some manual containing connected discourse and treating syntax topically. Memorizing of selected passages.

Topics for collateral work: history, politics and constitution of Rome. biography, literature, mythology.

Verse read according to quantity, i. e., time rather than accent. Continued drill on syntax, parts of verbs, etc.

Grade XII, 1: Vergil, Aeneid, I-VI. Within a week pupils should be reading 30 lines per day. This should be increased at the rate of five lines per week up to 100. Grammar not neglected, but main emphasis on literary side. Pupils should feel that they are reading one of the world's masterpieces and should learn to enjoy it as such. Special study of mythology and versification continued. History of Roman Literature and its indebtedness to the Greek.

Relation of Vergil and the Aeneid to the world-empire and influence on modern times. The romantic or modern as distinguished from the classical or ancient elements in Vergil. Consideration of the Aeneid as a work of art.

XII, 2: Cicero, 25 selected letters, followed by 2 orations or by Sallust's Cataline; alternative, Peck & Arrowsmith, Roman Life in Latin Prose and Verse.

Memorizing of selected passages throughout the year.

## FRENCH.

General directions as above.

In teaching pronunciation, pupils should be drilled on the spoken word before they see it or know the spelling.

Throughout the course, the texts read should be made a constant review of all the more difficult grammatical points. A topical review should be frequently given, with abundant references to the second part of Edgren. Some composition work daily, based on the text read that day or the preceding day.

XI, 1: Edgren, Pt. I and supplementary exercises.
Minsen: Huit Contes, or Bruneau: Méle-toi de ton Métier

XI, 2: Edgren, Pt. II, pp. 1-109. Syntax as needed.
One book from each of the following groups:

GROUP 1.

Joynes: Contes de Fées.
Maîret: La Tâche du Petit Pierre.

GROUP 2.

Super: Classical French Reader.
Bedollière: La Mère Michel et son chat.

XII, 1: Edgren, pp. 110-249, with exercises pp. 250-272.
One book from each of the following groups:

GROUP 1.

Legouvé et Labiche: La Cigale chez les Fourmis.
Labiche: Le Voyage de Monsieur Perrichon.

GROUP 2.

Halévy: L' abbé Constantin.
Daudet: Contes.
Lamartine: Jeanne d' Arc.

XII, 2: Edgren: General topical review with composition and conversation.
One book from each of the following groups:

GROUP 1.

Chateaubriand: Les Aventures du denier Abencérage.
" Atala.
Merimée: Colomba.

GROUP 2.

Loti: Le Pêcheur d'Islande.
Racine: Esther or Athalie.
Moilère: Les Precieuses Ridicules.
Corneille: Le Cid.

## GERMAN.

General directions as above.

Much attention to pronunciation and reading aloud of German, and to memorizing select passages. A small amount of prose composition daily, either based on the text read, or of a conversational and idiomatic nature. Supplementary work on German history and literature, especially the lives and times of the authors read.

XI, 1: Thomas, pp. 1-134. Last two weeks, general review of forms and syntax, orally and on board, with sight translation of English into German and vice versa.
Reading: Guerber: Erzählungen und Maerchen, or
Volkmann: Kleine Geschichten.

XI, 2: Thomas, pp. 134-175, with review and supplementary exercises, both English and German. References to Pt. II as needed. One selection from each group:

GROUP 1.

Baumbach: Im Zwielicht.
Super: German Reader.
Hauf: Der Zwerg Nase.

GROUP 2.

Hauf: Das kalte Herz.
Hauf: Die Karawane.
Storm: Immensee.

XII, 1: One selection from each group.

GROUP 1.

Gerstæcker: Germelshausen.
Schiller: Der Neffe als Onkel.
Jensen: Die braune Erika.
Goethe: Hermann und Dorothea.

GROUP 2.

Lessing: Minna von Barnhelm.
Freytag: Die Journalisten (Holt).
Hillern: Höher als die Kirche.
Auerbach: Auf Wache.

XII, 2: One selection from each group.

GROUP 1.

Hoffman: Historische Erzählungen.
Freytag: Aus dem Staate Friedrichs des Grossen.
Schrakamp: Berühmte Deutsche.
" Erzählungen aus der deutschen Geschichte.

GROUP 2.

Schiller: Wilhelm Tell.
Marie Stuart.
Die Jungfrau von Orleans.
Lessing: Nathan der Weise.
Scheffel: Ekkehard.

Throughout the year grammatical drill should accompany the translation, Thomas, Part II, being constantly referred to.

## ENGLISH.

### GRAMMAR.

In this grade, grammar must be regarded as an informational rather than disciplinary study. So much of the theory can and must be taught as will enable the pupil to distinguish readily between correct and incorrect usage, but it is of doubtful utility to push the scientific side of the work much farther. Relentless drill on practical details will pay better. The pupil should learn what is correct, then be drilled in the use of correct and the avoidance of incorrect forms until he feels it a disgrace to make a mistake. This will not entirely prevent the continued murder of the King's English, but it will contribute more than anything else to that end. Diagrams not used. This work should be in the main incidental to the teaching of composition and classics, rather than a separate subject.

Those details should be chosen for special drill concerning which mistakes are of most frequent occurrence. The following are examples: Nominative and objective cases of pronouns in all constructions; principal parts of verbs; use of those liable to confusion as, lie-lay, set-sit, teach-learn, did-done, will-shall, would-should, etc.; double negatives; contractions, as don't-doesn't; predicate adjectives and adverbs; subordinate clauses, etc., etc.

No chance should be lost of keeping the grammatical work in close touch with the classics read. This may be done through choice of materials and illustrations from the latter, and in other ways. Interest will be increased if some notions of the historical development of the English language are obtained by the pupils.

FOR REFERENCE AND COLLATERAL READING.

| | | |
|---|---|---|
| Bain: | Higher English Grammar | Holt |
| Baskervill & Sewell: | English Grammar | A. B. C. |
| Carpenter: | Elements of Grammar | MacMillan |
| Champneys: | History of English | MacMillan |
| Davenport & Emerson: | Principles of Grammar | MacMillan |
| Emerson: | History of the English Language | MacMillan |
| Greene: | Analysis of the English Language | Cowperthwaite |
| Hinsdale: | Teaching the Language Arts | Appleton |
| Lounsbury: | History of the English Language (new edition) | Holt |
| Meiklejohn: | English Grammar | Heath |
| Report of the Committee of Ten, pp. 86-95 | | A. B. C. |
| Sweet: | Short Historical English Grammar | Clarendon |
| " | New English Grammar, Pt. I | Clarendon |
| West: | Elements of English Grammar | MacMillan |
| Whitney: | Essentials of English Grammar | Ginn |
| Whitney & Lockwood: | English Grammar | Ginn |

COMPOSITION.

Practice in composition should form an integral part of the work in English throughout the four years, receiving about one-fifth of the time allotted to English. The rules and principles learned in grammar and rhetoric will thus receive practical application, while the reading in classics, required and collateral, will furnish most of the material.

In the choice of subjects, the decisive thing should be the interest which they possess for the pupil. It is vain to expect

clear or forceful or elegant expression unless the pupil has something to say; and where he has no interest he cannot possibly have ideas. On this point see Hardy and Spalding.

Several formal essays should be required during each year. But this is not enough: very frequent practice is necessary. In order to spare the eyes and time of the teacher, it is suggested that most of the writing be done and the productions read or otherwise corrected in class. For this purpose, topics should be assigned, beforehand in some cases, but often on the spot, and a limited number of minutes allowed for the writing.

Careful study of the varieties, classification, and distinguishing characteristics of the several kinds of discourse, with practice in each. The topics should be taken up for special study in approximately the following order:

First Year:
1. Correction of common errors.
2. Punctuation and capitals.
3. Letter writing.
4. Paraphrases, abstracts and outlines from classics read.
5. Amplification.

See Lockwood, Lewis and Skinner.

Second Year:
1. Choice of words with reference to (1) purity, (2) propriety, (3) precision, (4) force.
2. Sentence structure with reference to (1) clearness, (2) correctness, (3) energy, (4) emphasis.
3. Imagery.
4. Description. See Baldwin, Specimens of Prose Description (Holt.)
5. Narration. See Brewster, Specimens of Prose Narration (Holt).
6. Poetry. (1) classification, (2) rhythm, (3) metre, (4) stanza, (5) rhyme.

See Genung, Gummere, Parsons and Corson.

Third Year:
1. Paragraph Structure. (1) topic sentence and working theme, (2) means of developing, (3) unity, (4) sequence, (5) variety.

See Scott & Denney, Composition-Rhetoric.
2. Exposition. See Lamont, Specimens of Exposition (Holt).
3. Argumentation. (1) study of examples, (2) composition.

See Baker, Specimens of Argumentation, 2 vols. (Holt.)

See Baker, Principles of Argumentation (Ginn).

Fourth Year: 1. Oratory. (1) classification, (2) structure of each kind, (3) study of famous speeches, (4) writing of orations.
2. General review.

## FOR REFERENCE AND COLLATERAL READING.

(See also under Rhetoric and Classics.)

| | | |
|---|---|---|
| Bain: | On Teaching English | London '87 |
| " | English Composition and Rhetoric, 2 vols. | Appleton |
| Bainton: | Art of Authorship | Appleton |
| Baker: | Principles of Argumentation | Ginn |
| Bates: | Talks on Writing English | Houghton |
| Brewster: | Studies in Structure and Style | MacMillan |
| Cairns: | The Forms of Discourse | Ginn |
| Campbell: | Philosophy of Rhetoric | Harper |
| Carpenter: | Rhetoric and Composition | MacMillan |
| Chancellor: | Literary Types | MacMillan |
| Chittenden: | English Composition | Scott |
| Corson: | Primer of English Verse | Ginn |
| Fletcher & Carpenter: | Theme Writing | Allyn |
| Genung: | Outlines of Rhetoric | Ginn |
| " | Practical Elements of Rhetoric | Ginn |
| " | Handbook of Rhetorical Analysis | Ginn |
| Gummere: | Handbook of Poetics | Ginn |
| Hale: | Constructive Rhetoric | Holt |
| Hardy: | Composition Exercises | Holt |
| Hart: | Handbook of English Composition | Phil. '95 |
| Hill: | Principles of Rhetoric | Harper |
| " | Science of Rhetoric | Sheldon |
| Hinsdale: | Teaching the Language Arts | Appleton |
| Holyoake: | Public Speaking and Debate | Ginn |
| Jespersen: | Progress in Language | Sonnenschein |
| Keeler & Davis: | Studies in English Composition | Allyn |
| Lewis: | First Book in Writing English | MacMillan |
| Lockwood: | Lessons in English | Ginn |
| McElroy: | The Structure of English Prose | Armstrong |
| Minto: | Manual of English Prose Literature | Ginn |
| Newcomer: | Practical Course in English Composition | Ginn |
| Parsons: | English Versification | Leach |
| Renton: | Logic of Style | Longmans |
| Scott & Denney: | Paragraph Writing | Allyn |
| " | Composition—Rhetoric | Allyn |
| Skinner: | Studies in Literature and Composition | Miller |
| Spalding: | The Problem of Elementary Composition | Heath |
| Tompkins: | The Science of Discourse | Ginn |
| Wendell; | English Composition | Scribner |

## RHETORIC.

Each pupil should have one of the reference works mentioned under composition; but as far as possible, the leading principles of rhetoric should be obtained by induction from the classics read. When the pupil has been led to see or feel the thing, then he will want to know the name for it; and until he does this, it is worse than useless to load him down with a mass of terms and definitions, which must necessarily remain so much useless lumber, unrelated to everything else in the world. To be of any value, rhetoric must be regarded and studied, not as an end in itself, but as a means to the better understanding and appreciation of literature, as well as to the clearer and better expression of one's own thoughts.

This treatment of the principles of rhetoric should lead up to the consideration of the nature and purpose of literature and art, bringing out the reasons why a few productions endure, while the great mass are speedily forgotten, and culminating in the inductive derivation of the canons of literary criticism.

Much practical drill is desirable, but it should be directed rather to the further elucidation and application of these larger and more inspiring aspects of the subject, than to the interminable higgling about particular words which seems to constitute the main stock in trade of most text books. Some of this is no doubt necessary, but it is a necessary evil, tending to destroy the interest and inspiration of the subject and to deaden rather than awaken the intelligence of the pupil.

Extensive use should be made of the following and similar works in grades X-XII inclusive.

### FOR REFERENCE AND COLLATERAL READING.

[See also under Composition and Classics.]

| | | |
|---|---|---|
| Aristotle: | Rhetoric, Poetics | Bohn |
| Arnold: | Essays in Criticism, 2 vols | MacMillan |
| Bascom: | Æthetics | N. Y., '86 |
| Bates: | Talks on the Study of Literature | Houghton |
| Besant: | The Art of Fiction | Boston, '84 |
| Blair: | Lectures on Rhetoric and Belles Lettres | Phil, '60 |
| Bosanquet: | History of Æsthetic | MacMillan |
| Burke: | Essay on the Sublime and Beautiful | Cassell |
| Cicero: | On Oratory and Orators | Bohn |
| Coleridge: | Principles of Criticism | Heath |

| | | |
|---|---|---|
| Corson: | Aims of Literary Study | MacMillan |
| Crawford: | The Novel, What It Is | MacMillan |
| Crawshaw: | The Interpretation of Literature | MacMillan |
| DeQuincey: | Essays on Style, Rhetoric and Language | Allyn |
| Dryden: | Essay on Dramatic Poetry | MacMillan |
| " | Discourses on Satire and Epic Poetry | Cassell |
| Everett: | Poetry, Comedy and Duty | Boston, '88 |
| Gayley: | Guide to the Literature of Æsthetics | Univ. of Calif. |
| Gayley and Bradley: | English in the Secondary Schools | Univ. of Calif. |
| Gayley & Scott: | Introduction to Literary Criticism, 2 vols | Ginn |
| Goldsmith: | The Present State of Polite Learning | Holt |
| Horace, Vida, Boileau: | Art of Poetry, ed. Cook | Ginn |
| Hunt: | What is Poetry? | Ginn |
| Jeffrey & Alison: | On Beauty and Taste | Ward, Lock |
| Johnson: | Chief Lives of the Poets | Holt |
| Jonson: | Timber, or Discoveries | Ginn |
| Lessing: | Laocoon | Bohn or Roberts |
| Lewes: | Principles of Success in Literature | Allyn |
| Longinus: | On the Sublime | MacMillan |
| Lotze: | Outlines of Æsthetic | Ginn |
| Martin: | On Parody | Holt |
| McLaughlin: | English Literary Criticism for Students | Holt |
| Newman: | Essay on Poetry | Ginn |
| Noble: | Literary Art; Handbook for Its Study | Terre Haute |
| Pater: | Appreciations, with Essay on Style | MacMillan |
| Pope: | Essay on Criticism. | |
| Quintilian: | Institutes of Oratory | Bohn |
| Reynolds: | Seven Discourses on Art | Cassell |
| Schopenhauer: | The Art of Literature | MacMillan |
| Shelley: | Defense of Poetry | Ginn |
| Sherman: | Analytics of Literature | Ginn |
| Sidney: | Defense of Poetry | Ginn |
| Spencer: | Philosophy of Style | Allyn |
| Stedman: | The Nature and Elements of Poetry | Houghton |
| Taine: | Philosophy of Art | Holt |
| Vaughan: | English Literary Criticism | Scribner |
| Wylie: | The Evolution of English Literary Criticism | Ginn |

## CLASSICS.

### GENERAL REMARKS.

The objects to be sought in the study of literature may be arranged in an ascending scale as follows:

(1). Training in oral delivery.

(2.) A better understanding of and command over the language.

(3). The formation of critical and appreciative habits of reading.

(4). Lastly and chiefly, as already intimated in the introduction, to stir the emotions and the imagination by such a presentation of the cardinal truths of life as shall arouse interest and enthusiasm and, indirectly, by quickening the ethical sense, exercise a lasting influence on life and character.

This is the true function of art in all its forms. Its peculiarity is that it must act upon the mind through the imagination; the moment art becomes didactic, it ceases to be art. This fact defeats every attempt directly to impart the finest fruits of culture. Every person must, in a certain sense, win them for himself, or forever remain a Philistine. The most that a teacher can do is to ask the questions which will set him in the way of attaining them.

Very much depends upon the attitude of mind.

"There are three attitudes which the pupil should not be permitted to assume in respect of classical works: first, that of regarding them with apathy; second, that of reverencing them without discrimination; third, that of attacking them in a supercilious manner."

From the beginning of literary study, the pupil should learn to approach great works of art in a reverent yet critical spirit; reverent, because we may be assured that the judgment of the ages is not deceived, and that any work which the world has not been willing to let perish has a message for us also; critical, because only through criticism can we interpret that message to ourselves.

This criticism may be historical, that is dealing with the material conditions which influenced the work in question; or it may be technical, considering its characteristics as a type; or finally it may be literary, analyzing those qualities, ethical, psychological and æsthetic, which give it power as a work of art.

Obviously, these different kinds of criticism do not present equal difficulties for immature minds. Neverthless it will not do to neglect any of them, under penalty of losing clearness of vision and departing from the broad highway of literature into one of the innumerable by-paths which tempt the unwary traveler.

The task of historical criticism is to interpret a work in terms of the age when it was written, and of the man who wrote it. His peculiarities, the events of his life, go far to explain his work. On this account, biographies must be studied. But yet the personal element, in works which have any real content, is only a small fraction of the whole. The individual author is a voice crying, it may be, in the wilderness, but what he utters is the message of his race and nation and age; if there be no message, he is silent, or if he speaks, his words are without meaning and speedily perish from the lips of men. "Only those utterances which the race adopts are literature. Literature therefore is the voice of the nation asserting its ideals, confessing its fears." It therefore follows that each work should be considered first of all in the light of its origin, and so far as possible, as representative of a period or tendency in literature. This necessitates considerable supplementary reading, both of other literary works and of reference books on assigned topics. This reading will be more or less cursory, in sharp contrast to the critical study pursued in class; but reports and class room discussions must be employed to insure that it is faithfully done.

As an example of technical criticism may be mentioned the study of plot, which is the basis of any intelligent treatment of drama or novel. This can be made intensely interesting and profitable, even for very young pupils, when combined with questions of right and wrong, of motives and of character. Concerning its importance, it scarcely needs to be pointed out

that "vastly more than analysis of mechanical construction is involved. For the plot, by means of action, displays humanity."

Strictly literary criticism is more difficult to manage in the lower grades, yet some phases of it lend themselves readily to elementary treatment. This is particularly true of ethical criticism, which grows naturally out of the consideration of plot; and of pyschological criticism, which must supplement both. For every plot is based on some form of conflict involving ethical interests; it is the province of ethical criticism to single out these ideas or forces thus brought into collision; to watch the course of the conflict, and to pass judgment upon the justice of the outcome. But in so doing it becomes necessary to consider "the individuals in whom these ethical forces are manifest," their characters, motives, and development under pressure of circumstances. This is psychological criticism.

The last and in some respects the most difficult kind of criticism is the aesthetic, which considers the form of the work and the sensations of pain or pleasure produced by it, and endeavors to determine the aesthetic value of the whole. Since this presupposes a considerable acquaintance with philosophy and literature, it is obviously not feasible on an extended scale in High School. But even here, considerable may be done by a strict adherence to the inductive method. For one thing, prosody can and should be thoroughly taught in this way, as soon as any poetry is read. Furthermore, by dint of inquiring what feelings the work arouses and why it does so, it is possible to make the children think out for themselves many of the fundamental problems, not only of literature and of artistic values, but of life. It may be added that the method here indicated is usually best adopted for the other kinds of criticism also. An excellent plan is to give the class a list of questions, on beginning a new work, to which they are to find the answers in the work itself; these questions being so framed as to lead them on, step by step, to the consideration of the various points involved in the above outline.

It is of course unnecessary to add that the pupils should not be burdened with technical names or elaborate classifications.

One caution may be added here. In spite of so much at-

tention to ideas, it is not necessary nor is it desirable that the text itself or the various allusions contained in it be neglected. So far as these allusions are of an historical nature, the explanation of them falls under the head of historical criticism; so far as they involve questions of grammar or rhetoric, an understanding of them has been presupposed here, but it will not do to presuppose this in class. Two definite lines of work may be mentioned to be pursued side by side with that described above; first, the study of mythology; second, the learning of memory gems; the one dealing with a certain class of allusions, the other with the text itself. Every mythological allusion should be looked up by the pupils in Gayley's Classic Myths in English Literature and reported upon. Memory gems, both verse and prose, should be committed in all grades; but they should be well selected, not too long, thoroughly learned, and reviewed often enough to keep them from slipping away. In addition to the texts read, the following books will be found useful in this connection:

| | | |
|---|---|---|
| Lambert: | Memory Gems in Prose and Verse | Ginn |
| Foster & Williams: | Selections for Memorizing | Ginn |
| Norton: | Heart of Oak books, 6 vols | Heath |
| Fulton & Trueblood: | Choice Readings | Ginn |
| Palgrave: | Golden Treasury of English Poetry | MacMillan |
| Cathcart: | Literary Reader | Am. Book Co |
| Hudson: | Classical English Reader | Ginn |
| Pancoast: | Representative English Literature | Holt |
| Bryant: | Library of Poetry and Song | Fords |

Finally a suggestion to the teachers themselves may not be out of place here.

As has been implied above, the chief danger in English work is that of emphasizing certain phases to the neglect of others, thus mistaking a part for the whole and erring not in what is done but in what is left undone; a striking exemplification of the evil which half truths can do. This tendency doubtless results from the fact that man is pre-eminently a creature of habit and as such prone to get into a rut, which deepens with time until nothing short of a convulsion of nature suffices to break its confining walls. Nowhere is this more painfully felt than in the school room, and nowhere is it more fatal than in the teaching of English. To guard against this result there is noth-

ing better than wide reading of literature, and especially of literary criticism, outside the narrow limits of the texts used in class. Such reading suggests new points of view, opens up new lines of thought, and keeps the mind in that intellectual ferment without which the best teachers, whether in primary, high school, or university, quickly become mechanical.

With reference to the books named for class use, it is to be noted that only those in italics are to be purchased by pupils, the others being used as supplementary work in class.

SELECTIONS FOR USE IN CLASS.

Grade IX, 1:
*Franklin:* Autobiography ..... Maynard
*Bryant*: Sella, Thanatopsis and other Poems..Houghton
Poe: The Raven, Bells, Annabel Lee, etc.
*Longfellow*: Hiawatha (Houghton.) Compare the Kalevala.
Longfellow: Voices of the Night and Other Poems ..... Maynard
*Holmes*: Bunker Hill Battle and Other Poems..Houghton
Patriotic poems and songs (30-40), from reference books, including especially those named in Watkins.

Grade IX, 2:
Patrick Henry: Liberty or Death.
*Washington and Lincoln:* Patriotic Selections....Maynard
*Webster:* Bunker Hill, Adams and Jefferson....Houghton
Whittier: Among the Hills, Songs of Labor, Mabel Martin, etc.
Lowell: Parting of the Ways, Voyage to Vineland, Stanzas on Freedom, Commemoration Ode, Rhoecus, etc.
*Emerson:* Fortune of the Republic, etc. ..... ....Houghton
*Curtis:* The Public Duty of Educated Men .....Maynard
Single noted pieces (30-40), poetry and prose, from the reference books.

Grade X, 1:
*Homer:* Iliad I, VI, XXII, XXIV..... .....Houghton
*Sophocles:* Antigone ..... ..... Maynard
Euripides: Alcestis ..... ..... ..... ..... ..... ....Maynard
*Plato*: Crito and Phædo..... ..... Cassell or Ainsworth
Xenophon: Memorable Thoughts of Socrates.....Cassell
Macaulay: Lays of Ancient Rome.
*Shakespeare*: Julius Cæsar.
*Cicero:* Friendship and Old Age..... .....Cassell

Grade X, 2:
*Story of the Volsings*:.....Camelot Series
*Einhard:* Life of Karl the Great ..... .....Harper
*Selections From Four Medieval Chronicles*.....Maynard

Medieval Tales.....Morley's Universal Library
*Cervantes:* Don Quixote.....Ginn
*Shakespeare*: Tempest; supplementary, Twelfth Night.

**Grade XI:** In this grade, though the object is still to read literature rather than to read about literature, there should nevertheless be a thorough summing up, grouping the writers in periods and schools, studying the several literary styles and their distinguishing features, tracing the foreign influences, and seeking always to penetrate to the economic, social and political changes which underlie all literary movements. Works previously read should be brought under this review. Continued study of mythology and prosody. Drill on peculiarities of early pronunciation and grammar. Beginning with Chaucer the old poetry should be scanned aloud, using the true ancient sounds.

**Grade XI, 1:** Pancoast, pp. 1-218
*Beowulf:* Hall's Translation, Student's Edition.....Heath
Shorter Anglo-Saxon Poems (supplementary): e. g. Fight at Finnesburg, Traveller's Song, Lament of Deor, Wanderer, Seafarer, Grave, Addresses of Soul to the Body, Ruined Wall Stone, Fortunes of Man, Cynewulf's Riddles, Nos. 6, 9, 15, 21, 24, 36, 54, 56, 79; Elene, Judith, Brunanburh, Maldon.
Celtic Poems (supplementary): e. g. Llywarch's Lament for His Son, Lament for Cyndyllan, Gododin, etc., from Morley I, ch. 3, Cassell's Library, Joyce, and Lyra Celtica. Selections from poems of Ossian.
Layamon's Brut: Selections in Morley III, 203, seq.
Owl and Nightingale, Sumer is icumen in, etc., from Morris and Skeat.
Minot: Poems (Clarendon, or Cassell's Library).
*Chaucer*: Prologue, edited by Skeat, School edition.....Clarendon
Langland: Pier's Plowman, edited by Skeat....Clarendon cf. Ward.
*Ballad Book:* Edited by Bates.....Leach
Skelton, Wyatt & Surrey: Selections.....Maynard
*Shakespeare*: Macbeth, As You Like It; supplementary, King John, Richard III.
Drayton: Ballad of Agincourt.
Milton: Ode on the Nativity, Sonnets.
Dryden: Alexander's Feast, St. Cecelia's Day.
Cavalier Poets: Selections (Maynard) cf. also Ward.
*Pope:* Essay on Criticism (Maynard). Also, Dying Christian, Universal Prayer, On Solitude.

*Addison:* Sir Roger de Coverly (Cassell), Essays and Tales (Cassell), especially those found in Thurber's Select Essays (Allyn).

XI, 2: Pancoast: 219-426.
*Gray & Cowper:* Select Poems.... Riverside Lit. Series 74
Collins: To Liberty, To Evening, The Passions, How Sleep the Brave.
*Goldsmith:* Deserted Village, etc.....Riverside No. 68
*Coleridge & Campbell:* Select Poems .....Riverside No. 80
*Burns:* Cotter's Saturday Night, etc.....Riverside No. 77
Scott: Favorite Poems.....From Modern Classics, Vol. 15
*Byron*: Childe Harold (Cassell). Supplementary: Prisoner of Chillon, Hebrew Melodies. Cf. Tozer's edition .....Clarendon
Lamb: Essays of Elia.....Houghton
*Macaulay:* Chatham (Cassell), Hastings (Cassell). Cf. Thurber's Historical Essays of Macaulay (Allyn).

Grade XII, 1: *Chaucer*: Knightes Tale.....Maynard
*Spenser*: Faerie Queen.....Maynard or Clarendon
*Bacon*: Essays (Cassell: Cf. MacMillan), and Advancement of Learning (Cassell; Cf. Clarendon).
*Shakespeare*: Henry IV, Hamlet; supplementary, King Lear, Henry VIII. Special attention to the nature and development of the drama.
*Milton*: Minor Poems and Paradise Lost I-III. (Riverside School Library). Cf. Sprague's edition (Ginn).
*Pope*: Essay on Man .....Cassell

Grade XII, 2: *Burke*: American Taxation (Maynard), Conciliation with America (Maynard). Cf. Selby's edition (MacMillan), and Perry's Selections (Holt).
*De Quincey*: Revolt of the Tartars and English Mail Coach .....MacMillan
*Wordsworth*: Select Poems (Maynard), Excursion and Ode on Immortality (Maynard). Cf. Dowden's edition (Ginn) and George's (Heath).
*Shelley & Keats*: Favorite Poems....Modern Classics XIX
*Carlyle*: Essays on Burns and Scott (Cassell), Heroes and Hero-Worship (Cassell.) Cf. Boynton's Selections (Allyn).

*Ruskin*: Introduction to, by Scudder .....Leach
*Tennyson*: Enoch Arden and Other Poems (Houghton), The Coming of Arthur and Other Idyls of the King (Houghton). Supplement from Modern Classics, vol. X. Cf. Pancoast, pp. 500-502.

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## COLLATERAL READING IN LITERATURE.

Grade IX, 1—Required reading: two at least, not previously read, from each group.

GROUP 1: SCIENCE, TRAVEL AND HISTORY.

| | |
|---|---|
| Burroughs: | Wake Robin, Winter Sunshine, Fresh Fields, Locusts and Wild Honey, Indoor Studies, Birds and Poets, Pepacton, Signs and Seasons.....Houghton |
| Emerson: | Representative Men, English Traits, 2 vols ....Houghton |
| Hawthorne: | Biographical Stories, Our Old Home, Grandfather's Chair, 3 vols .....Houghton |
| Howells: | Italian Journeys, Venetian Life .....Houghton |
| Irving: | Life and Voyages of Columbus; Life of Washington, revised by Fiske .....Houghton |
| Parkman: | The Oregon Trail .....Little |
| Prescott: | Conquest of Mexico, Conquest of Peru .....Lipp. |
| Taylor: | Views Afoot, Byways of Europe. |
| Thoreau: | Walden, Maine Woods, Wild Apples, Succession of Forest Trees, Excursions.....Houghton |
| Warner: | My Winter on the Nile, In the Levant, Back Log Studies, Round About Journey .....Houghton |

GROUP 2: FICTION.

| | |
|---|---|
| Aldrich: | Story of a Bad Boy .....Houghton |
| Austen: | Betty Alden, Standish of Standish .....Houghton |
| Bynner: | Agnes Surriage.....Houghton |
| Cooper: | The Spy, Pilot, Pioneers, Last of the Mohicans, Prairie, Pathfinder, Deerslayer.....Houghton |
| Curtis: | Prue and I, From the Easy Chair.....Harper |
| Dana: | Two Years Before the Mast.....Houghton |
| Dodge: | Hans Brinker.....Scribner |
| Drake: | The Culprit Fay.....Putnam |
| Eggleston: | The Hoosier Schoolmaster.....Judd |
| Hale: | A Man Without a Country, In His Name.....Roberts |
| Hawthorne: | Twice Told Tales, Mosses from an Old Manse, The Scarlet Letter.....Houghton |
| Holmes: | My Hunt After the Captain .....Houghton |

Irving: The Alhambra, Bracebridge Hall, Tales of a Traveler ..... Putnam
Longfellow: Masque of Pandora, Tales of a Wayside Inn ..... Houghton
Poe: Essays and Tales ..... Camelot
Taylor: Lars, a Pastoral of Norway ..... Houghton
Trowbridge: Cudjo's Cave ..... Lee & Shepard
Warner: Being a Boy, In the Wilderness, My Summer in a Garden ..... Houghton
Waterloo: The Story of Ab, a Tale of the Cave Men ..... Williams

Grade IX, 2—Required reading: two at least, not previously read, from each group.

GROUP 1: BIOGRAPHY, HISTORY AND TRAVEL.

Abbot: Pericles, Alexander the Great ..... Harper
Beesly: Stories from the History of Rome ..... MacMillan
Bourne: Sir Philip Sydney ..... Putnam
Church: Roman Life in the Days of Cicero, Pictures from Roman Life and Story ..... Appleton
Clodd: The Childhood of the World ..... Paul
Coffin: The Story of Liberty ..... Harper
Dodge: Hannibal ..... Houghton
Freeman: William the Conquerer ..... MacMillan
Froude: Thomas à Becket ..... Scribner
Hanson: Stories of Old Rome.
Herodotus: For Boys and Girls ..... Putnam
Howells & Perry: Library of Universal Adventure, by Sea and Land ..... Harper
Hughes: Alfred the Great ..... MacMillan
Inge: Society in Rome Under the Cæsars ..... Scribner
Keary: The Dawn of History ..... Smith & Innes
Marco Polo: Travels, edited by Knox ..... Putnam
Morris: Historical Tales: Greece, Rome, France, Germany, England, 5 vols ..... Lipp.
Morris: Half-Hours of Travel, 4 vols ..... Lipp.
Palmer: Haroun-Al-Raschid ..... Putnam
Plutarch: For Boys and Girls ..... Putnam
Romance of History: England, France, Italy, Spain, India, 5 vols ..... Warne
Scott: Tales of a Grandfather ..... Ginn

GROUP 2: FICTION.

Baldwin: The Story of the Golden Age ..... A. B. C.
Barthelemy: The Travels of Young Anacharsis in Greece ..... London, 1818
Becker: Gallus ..... Longmans
Bulwer-Lytton: Last Days of Pompeii, Pausanias ..... Lippincott

| | |
|---|---|
| Church: | Stories of the Old World.....Ginn |
| " | Stories from Homer, Herodotus, Lucian, Livy, Vergil .....Dodd |
| Cox: | Tales of Ancient Greece..... McClurg |
| Dahn: | A Struggle for Rome.....Bentley |
| Ebers: | Uarda..... Appleton |
| Farrar: | Darkness and Dawn ..... Longmans |
| Fenelon: | Adventures of Telemachus.....Houghton |
| Francillon: | Gods and Heroes.....Ginn |
| Henty: | The Cat of Bubastes, Young Carthaginian, For the Temple .....Scribner |
| Hawthorne: | Wonder Book and Tanglewood Tales..... Houghton |
| Kingsley: | Hypatia.....MacMillan |
| Lockhart: | Valerius .....Blackwood |
| Morris: | House of the Wolfings, Jason.....Roberts or Reeves |
| Niebuhr: | Greek Hero Stories. |
| Pater: | Marius, the Epicurean..... MacMillan |
| Peabody: | Old Greek Folk Stories .....Houghton |
| Ruskin: | The Queen of the Air.....Merrill |
| Scudder: | Fables and Folk Stories.. ..... Houghton |
| Shumway: | A Day in Ancient Rome.....Heath |
| Swinburne: | Atalanta in Calydon.....Mosher |
| Wallace: | Ben Hur .....Harper |
| Ware: | Julian, Zenobia. Aurelian ..... N Y., 1841 |
| Wheeler: | Life and Travels of Herodotus.....Harper |

Grade X, 1—Required reading: two at least, not previously read, from each group.

GROUP 1: ANCIENT CLASSICS.

| | |
|---|---|
| Aeschylus: | Persians and Seven Against Thebes, Plumptre's translation..... Heath |
| Aesop: | Fables.....Chandos Classics |
| Appleton: | Greek Poets in English Verse.....Houghton |
| Aristophanes: | Acarnanians, Knights and Birds.....Morley's Univ. Library |
| Augustine: | The City of God. |
| Boethius: | The Consolations of Philosophy .....Bohn |
| Epictetus: | Selections .....Ginn |
| Hesiod: | Works and Days.....Bohn |
| Iliad: | Tr. by Bryant, or Lang, Leaf and Myers ..... Houghton or MacMillan |
| Odyssey: | Tr. by Bryant, Morris, Palmer, or Butcher & Lang .....Houghton or MacMillan |
| Marcus Aurelius: | Thoughts .....Ginn |
| Pilpay: | Fables..... Chandos Classics |
| Plato: | Best Thoughts.....Scribner |
| " | Selections..... Ainsworth |

| | | |
|---|---|---|
| Froude: | Life and Letters of Erasmus | Scribner |
| Great Writers | | Scribner |
| | Containing volumes on the following: Lessing, Hugo, Schopenhauer. | |
| Grimm: | Life of Michael Angelo | Little |
| Guerber: | Myths of Northern Lands, Legends of the Middle Ages | A. B. C. |
| Hodgkin: | Theodoric the Goth | Putnam |
| Irving: | Mahomet and His Successors, The Conquest of Granada | Putnam |
| Keary: | Heroes of Asgard | MacMillan |
| " | Mythology of the Eddas | Longmans |
| Kingsley: | The Roman and the Teuton | MacMillan |
| Lamb: | Tales from Shakespeare | Houghton |
| Litchfield: | The Nine Worlds | Ginn |
| Ludlow: | Popular Epics of the Middle Ages, 2 vols. | London, '65 |
| Morris: | Half Hours with the Best Foreign Authors, 4 vols. | Lipp. |
| " | Tales from the Dramatists, 4 vols. | Lipp. |
| Roscoe: | Italian Novelists, Spanish Novelists, German Novelists, 3 vols. | Chandos |
| Symonds: | Life of Michael Angelo | Scribner |
| Wägner: | Asgard and the Gods | Scribner |
| " | Epics and Romances of the Middle Ages | Lipp. |
| Wilkinson: | Classic French Course, Classic German Course | Hunt & Eaton |

GROUP 3: MODERN FICTION, FOREIGN.

| | | |
|---|---|---|
| Amiel: | Journal | MacMillan |
| Auerbach: | On the Heights | Holt |
| Chamisso: | Peter Schlemihl | Bohn |
| Florian: | Fables. | |
| Fouqué: | Undine, Sintram and Aslauga's Knight; Thiodolf the Icelander | Houghton |
| Freytag: | Debit and Credit | Ward, Lock |
| Galdos: | Marianela | McClurg |
| Goethe: | Egmont and Tasso | Bohn |
| Goldoni: | Comedies | McClurg |
| Heine: | Pictures of Travel | Bohn |
| Hugo: | Toilers of the Sea, Notre Dame | Crowell |
| Krummacher: | Parables. | |
| La Fontaine: | Fables | Bohn |
| Lamertine: | Graziella | McClurg |
| Lessing: | Nathan the Wise | Bohn |
| Loti: | An Iceland Fisherman | McClurg |
| Maistre, De: | Journey Around My Room | Chatto |
| Mantegazza: | Testa. | |

| | | |
|---|---|---|
| Manzoni: | I Promessi Sposi | Bohn |
| Molière: | Les Precieuses Ridicules, trans. by Wormeley | Roberts |
| Musset, De: | Comedies | Camelot |
| Ouida: | The Nuremburg Stove | Maynard |
| Pascal: | Thoughts | Houghton |
| Pellico: | My Twenty Years' Imprisonment | Cassell |
| Saintaine: | Picciola | Houghton |
| Sainte-Beuve: | Portraits of Men | McClurg |
| " | Portraits of Women | McClurg |
| Sand: | Consuelo | Dodd |
| Sandeau: | Madeleine | McClurg |
| Scheffel: | Ekkehard, Trumpeter of Säkkingen | Crowell |
| Schiller: | Wallenstein and Piccolomini | Bohn |
| Sevigné, Madame de: | Best Letters | McClurg |
| Sienkiewicz: | With Fire and Sword, The Deluge, Pan Michael | Little |
| Souvestre: | An Attic Philospher in Paris | Appleton |
| St. Pierre: | Paul and Virginia | Houghton |
| Stäel, Madame: | Corinne | Bohn |
| Voltaire: | Romances | N. Y. '85 |
| Wieland: | Oberon. | |

GROUP 4: MODERN FICTION, ENGLISH AND AMERICAN.

| | | |
|---|---|---|
| Barrie: | Window in Thrums, Little Minister | Cassell, Lovell |
| Blackmore: | Lorna Doone | Harper |
| Bulwer-Lytton: | Harold, Rienzi, Last of the Barons, Richelieu | Lipp., Routledge |
| Bunyan: | Pilgrim's Progress | Lathrop |
| Charles: | The Schönberg-Cotta Family | Dodd |
| Dickens: | Oliver Twist, Pickwick Papers, Tale of Two Cities, David Copperfield, Christmas Stories, Cricket on the Hearth | Crowell |
| Eliot: | Silas Marner | Crowell |
| Goldsmith: | Vicar of Wakefield | Houghton |
| Hawthorne: | Marble Fawn, House of Seven Gables | Houghton |
| Henty: | The Dragon and the Raven, Scouring of the White Horse, St. George for England, The Lion of the North, Under Drake's Flag, In the Reign of Terror | Scribner |
| Hughes: | Tom Brown at Rugby, Tom Brown at Oxford | H.M.& Co. |
| Irving: | Wolfert's Roost, Knickerbocker's New York | Putnam |
| Kingsley: | Hereward the Wake, Westward Ho! | MacMillan |
| Maclaren: | Beside the Bonnie Briar Bush. | |
| Morris: | The Roots of the Mountains, Sigurd the Volsung | Reeves, Roberts |
| Porter: | Scottish Chiefs, Thaddeus of Warsaw | Crowell |
| Pyle: | Merry Adventures of Robin Hood | Scribner |

| | | |
|---|---|---|
| Reade: | The Cloister and the Hearth | Harper |
| Scott: | Waverly Novels, especially the Talisman, and Ivanhoe | Crowell |
| Swift: | Gulliver's Travels | Ginn |

Grade XI, 1—Required reading: two at least, not before read, from each group.

GROUP 1: EARLY POETRY.

| | | |
|---|---|---|
| Ellis: | Specimens of Early English Metrical Romances | Bohn |
| Ward: | English Poets, vol. I or II | MacMillan |
| Langland: | Piers Plowman | Clarendon |
| Chaucer: | The Squire's Tale | Maynard |
| Spenser: | Faerie Queen, one book | MacMillan |
| Sidney: | Cabinet of Gems | McClurg |
| Milton: | Samson Agonistes and Comus | MacMillan |
| Pope: | Rape of the Lock, | MacMillan |
| Addison: | Cato | Lippincott |
| Thomson: | The Seasons, and Castle of Indolence | MacMillan |

GROUP 2: EARLY PROSE.

| | | |
|---|---|---|
| Anglo-Saxon | Chronicle | Bohn |
| Mandeville: | Travels | Cassell |
| Malory: | Morte d'Arthur | Camelot or Ginn |
| More: | Utopia, edited by Lumby | MacMillan |
| Morley: | Early English Prose Romances | Routledge |
| Raleigh: | Choice Passages | McClurg |
| Greene: | Green Pastures | McClurg |
| Sidney: | An Apology for Poetry | Ginn |
| Jonson: | Timber; or Discoveries | Ginn |
| Brown: | Urn Burial | Camelot |
| Milton: | Areopagitica | MacMillan |
| Cromwell: | Letters and Speeches, edited by Carlyle | Minerva |
| Walton: | Complete Angler | Warne |
| Selden: | Table Talk | Cassell |

Grade XI, 2—Required reading: two at least, not before read, from each group.

GROUP 1: LATER POETRY.

| | | |
|---|---|---|
| Akenside: | Pleasures of the Imagination | MacMillan |
| Johnson: | Vanity of Human Wishes. | |
| Beattie: | The Minstrel | MacMillan; Aldine |
| Rogers: | The Pleasures of Memory | MacMillan |
| Campbell: | The Pleasures of Hope, or Gertrude of Wyoming | MacMillan |
| Scott: | Lay of the Last Minstrel, Lady of the Lake, or or Marmion | Crowell |
| Moore: | Lalla Rookh | Maynard |
| Crabbe: | Tales of the Hall | Crowell |
| Knowles: | Virginius | Routledge |

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|---|---|
| Pollok: | Course of Time. |
| Browning: | Aurora Leigh ..... Crowell |
| Arnold: | Sohrab & Rustum, Youth of Man, and Switzerland ..... MacMillan |
| Palgrave: | Golden Treasury of English Lyric Poetry, vol. I or II ..... MacMillan |
| Ward: | English Poets, vol. III or IV ..... MacMillan |

GROUP 2: EIGHTEENTH CENTURY PROSE.

| | |
|---|---|
| Steele: | Essays and Tales ..... Camelot or Ginn |
| DeFoe: | Journal of the Great Plague ..... A. B. C. |
| Johnson: | Rasselas ..... Leach |
| Montagu: | Best Letters ..... McClurg |
| Goldsmith: | The Citizen of the World, or The Good-Natured Man and She Stoops to Conquer. |
| Walpole: | Best Letters ..... McClurg |
| Sterne: | Sentimental Journey ..... Routledge |
| Junius: | Letters ..... Bohn |
| Chesterfield: | Best Letters ..... McClurg |
| Cowper: | Best Letters ..... McClurg |
| Burke: | Thoughts on the Present Discontents, or Impeachment of Warren Hastings ..... MacMillan |
| Sheridan: | The Rivals ..... Bohn |
| Gibbon: | Decline and Fall of the Roman Empire; one book. |
| Reynolds: | Discourses on Art ..... Camelot |
| White: | Natural History of Selborne ..... Camelot |

GROUP 3: NINETEENTH CENTURY PROSE.

| | |
|---|---|
| Smith, Sidney: | Essays ..... Ward, Lock |
| Austen: | Pride and Prejudice ..... MacMillan |
| Southey. | Life of Nelson ..... Longmans |
| Scott: | Waverly Novels, any one ..... MacMillan |
| Coleridge: | Biographia Literaria (Bohn) or Beer's Selections ..... Holt |
| Hunt Leigh: | Essays ..... Camelot |
| DeQuincey: | Confessions of an Opium Eater ..... MacMillan |
| Hazlitt: | Table Talk or Essays ..... Camelot |
| Lamb: | Essays of Elia, 3 series (MacMillan), Best Letters ..... McClurg |
| Landor: | Pentameron ..... Camelot |
| Macaulay: | Six Essays, chosen by teacher ..... Allyn & Bacon |
| Carlyle: | Six Essays, chosen by teacher ..... Lovell |
| Thackeray: | Henry Esmond or Pendennis ..... Crowell |
| Hamerton: | The Intellectual Life ..... Roberts |
| Harrison: | The Choice of Books ..... MacMillan |
| Lubbock: | The Pleasures of Life ..... MacMillan |

Webster: Reply to Hayne
Sumner: True Grandeur of Nations } 1 number.....Am. Orations

Grade XII, 1-2—Required reading: two not previously read from each group.

GROUP 1: FOREIGN MASTERPIECES.

Homer: Iliad, Odyssey. Editions as in Grade X.
Aeschylus: Prometheus Bound, tr. by Plumptre.....Heath
Dante: Inferno, tr. by Norton or Longfellow.....Houghton
Niebelungen Lied: Translation.....Routledge
Goethe: Faust, tr. by Taylor.....Ward, Lock
Manzoni: I Promessi Sposi.....Bohn
Hugo: Les Miserables.....Crowell

GROUP 2: ENGLISH PLAYS.

Manly: Specimens of the Pre-Shakespearean Drama, 3 vols.....Ginn
Thayer: Best Elizabethan Plays.....Ginn
Pollard: English Miracle Plays, any 3.....MacMillan
Shakespeare: Two plays, to be selected by teacher.
Shelley: Prometheus Unbound (Heath) and Cenci.
Browning: Colombe's Birthday and Pippa Passes.....Houghton
Swinburne: Atalanta in Calydon.....Mosher

GROUP 3: POEMS NOT DRAMATIC.

Chaucer: Clerk's or Nonne Prestes Tale.....Clarendon
Langland: Piers Plowman.....Clarendon
Spenser: Faerie Queen, four books.....MacMillan
Milton: Paradise Lost, four books.....MacMillan
Cowper: The Task.....MacMillan
Wordsworth: The Prelude or The Excursion.....MacMillan
Keats: Endymion.....MacMillan, Aldine
Tennyson: Idylls of the King, or In Memoriam and Locksley Hall.....Houghton
Browning: Selections, ed. by French.....Ainsworth

GROUP 4: EARLY PROSE.

Fortesque: Difference between Absolute and Limited Monarchy.....Oxford '85
Ascham: The Schoolmaster.....Cassell
Hooker: Ecclesiastical Polity, I-IV.....Routledge
Hakluyt: Voyages and Discoveries, 2 vols.....Cassell
Bacon: Wisdom of the Ancients and New Atlantis.....Cassell, Routledge
Browne: Religio Medici.....Camelot
Taylor: Holy Living and Dying.....Chandos
Harrington: Oceana.....Univ. Library
Filmer: Patriarcha.....Univ. Library

| | | |
|---|---|---|
| Locke: | On Civil Government | Univ. Library |
| Sidney: | Discourse on Government. | |
| Butler: | Analogy of Religion | Univ. Library |
| Hume: | Essays | Ward, Lock |
| Johnson: | Essays (Camelot), or Chief Lives of the Poets | Holt |
| Bentham: | Fragment on Government | Clarendon |

GROUP 5: LATER PROSE.

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|---|---|---|
| Burke: | Reflections on the Revolution in France | MacMillan |
| Webster: | Reply to Hayne | Heath |
| Sumner: | True Grandeur of Nations, works Vol. I | Boston '75 (1 No) |
| Carlyle: | Sartor Resartus (Ginn) or Six Essays. | |
| Emerson: | Six Essays, chosen by the teacher | Houghton |
| Macaulay: | Six Essays, chosen by the teacher | Ward, Lock |
| Thackeray: | Vanity Fair, The Newcomes, or the Virginians | Crowell |
| Mill: | On Liberty | Longmans |
| Froude: | Six Essays from "Short Studies" | Scribner |
| Arnold: | Essays in Criticism, 2 vols. | MacMillan |
| Eliot: | Romola | Crowell |
| Morley: | On Compromise | MacMillan |
| Lowell: | Six Selected Essays | Houghton |
| Fiske: | American Political Ideas | Harper |
| Koopman: | The Mastery of Books | A. B. C. |

## REFERENCE WORKS FOR THE STUDY OF LITERATURE.

(See also Languages, Composition, Rhetoric, History.)

GENERAL

| | | |
|---|---|---|
| Bartlett: | Familiar Quotations | Little |
| Botta: | Handbook of Universal Literature | Houghton |
| Brewer: | Historic Note Book | Lipp. |
| " | Reader's Handbook of Characters, Plots, etc. | Lipp. |
| " | Dictionary of Phrase and Fable | Lipp. |
| Carlyle: | Essays, 4 vols. | Lovell |
| Century Dictionary, 6 vols. | | |
| Clarke: | Ten Great Religions | Houghton |
| Coppeé: | The Classic and Beautiful of Three Thousand Years, 6 vols. | Phil. '96 |
| Dunlop: | History of Fiction | Bohn |
| Encyclopedias: | American | Appleton |
| | Annual | Appleton |
| | Brittanica and Americana | Stoddard |
| | Johnson's Universal | Appleton |
| | Cy. of Biography, 3 vols. | Alden |
| Fletcher: | Index to General Literature | Houghton |
| Gayley & Scott: | Guide to the Literature of Æsthetics | Univ. of Cal. |

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|---|---|---|
| Griswold: | Descriptive List of Books for the Young | Cambridge |
| " | Descriptive Lists of Novels, all Countries | Cambridge |
| Hartland: | Science of Fairy Tales | Scribner |
| Karpeles: | Allgemeine Geschichte der Litteratur, 2 Bde | Berlin '91 |
| Koopman: | The Mastery of Books | A. B. C. |
| Larned: | History for Ready Reference, 5 vols. | Nichols Co. |
| Longfellow: | Poets and Poetry of Europe | Houghton |
| Lowell: | Among My Books, My Study Windows | Houghton |
| Macaulay: | Essays, 3 vols. | Alden |
| Poole: | Index to Periodical Literature, 4 vols. | Houghton |
| Posnett: | Comparative Literature | Int. Sci. Series |
| Rabb: | National Epics | McClurg |
| Richardson: | The Choice of Books | Lovell |
| Sargent: | List of Books for the Young | Am. Lib. Ass'n |
| Schlegel: | Lectures on Dramatic Literature | Bohn |
| Sears: | History of Oratory | Griggs |
| Thomas: | Biographical Dictionary | Lipp. |
| Warner: | Book of Eloquence | Lee & Shepard |
| " | Library of the World's Best Literature, 30 vols | Peale |
| Warren: | History of the Novel | N. Y. '95 |
| Weber: | History of Philosophy | Scribner |
| Wheeler: | Dictionary of Noted Names of Fiction | Boston '89 |
| Whitney: | Life and Growth of Language | Appleton |

ANCIENT.

| | | |
|---|---|---|
| Ancient Classics for English Readers, 28 vols in 9 | | Lipp |
| Bulfinch: | The Age of Fable | Lee and Shepard |
| Campbell: | Guide to Greek Tragedy. | Putnam |
| Cox: | Introduction to Comparative Mythology and Folklore | Scribner |
| Cox: | The Mythology of the Aryan Nations | Scribner |
| Fiske: | Myths and Myth-Makers | Houghton |
| Gardner & Jevons: | Manual of Greek Antiquities | Scribner |
| Gayley: | Classic Myths in English Literature. | Ginn |
| Griswold: | Descriptive List of Novels Dealing with Ancient History | Cambridge, '95 |
| Haight: | The Tragic Drama of the Greeks | Clarendon |
| Keary: | Outlines of Primitive Belief | Scribner |
| Lang: | Homer and the Epic | Longmans |
| Leaf: | Companion to the Iliad for English Readers | MacMillan |
| Mahaffy: | History of Classical Greek Literature, 2 vols | MacMillan |
| Meader: | Books for a High School Classical Library | MacMillan |
| Moulton: | The Ancient Classical Drama | Clarendon |
| " | The Literary Study of the Bible | Heath |
| Peck: | Dictionary of Classical Literature and Antiquities | Harper |
| Plato: | Dialogues, translated by Jowett, 4 vols | MacMillan |

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|---|---|---|
| Baldwin: | Story of Siegfried, Story of Roland | A. B. C. |
| Camoens: | The Lusiad | Bohn |
| Cellini: | Memoirs | Houghton |
| Cervantes: | Exemplary Novels | Bohn |
| Cid: | Song of, trans. by Ormsby | London '79 |
| " | Chronicles of, translated by Markham | Dodd |
| Crane: | Italian Popular Tales | Houghton |
| Dasent: | Popular Tales from the Norse | Putnam |
| " | The Story of the Burnt Njal: | |
| Forestier: | Echoes from Mistland | Griggs |
| Froissart: | Chronicles, edited by Lanier | Scribner |
| Gesta Romanorum | | Putnam |
| Goethe: | Reynard the Fox | Bohn |
| Grettis Saga: | Translation by Morris | Ellis |
| Grimm: | German Popular Tales | Bell |
| Gudrun: | Translation. | |
| Joinville: | History of St. Louis. | |
| Joyce: | Old Celtic Romances | Roberts |
| Lanier: | Editor of Boys' Mabinogion, King Arthur, Percy, 3 vols. | Scribner |
| Montaigne: | Essays | Routledge |
| Niebelungen | Lied | Routledge |
| Rabelais: | Readings in, edited by Besant | Blackwood |
| Roland: | Song of, trans. by O'Hagan | London '83 |
| Shah Nameh: | Translation | Chandos Classics |
| Tasso: | Jerusalem Delivered | Routledge |
| Tegner: | Fridhtjof's Saga | Houghton |
| Thomas à Kempis: | Imitation of Christ | Appleton |
| Thorpe: | Yule Tide Stories | Bohn |
| Villehardouin: | The Capture of Constantinople. | |

GROUP 2: TREATING OF MEDIEVAL OR MODERN TIMES.

| | | |
|---|---|---|
| Anderson: | Norse Mythology | Griggs |
| Ashton: | Romances of Chivalry | Unwin |
| Baring-Gould: | Curious Myths of the Middle Ages: | Longmans |
| Boissier: | Madame de Sevigné | McClurg |
| Bulfinch: | The Age of Chivalry, Legends of Charlemagne 2 vols. | Lee & Shepard |
| Clarke: | Ten Great Religions | Houghton |
| Cox & Jones: | Popular Romances of the Middle Ages | Holt |
| Dippold: | Great Epics of Medieval Germany | Roberts |
| Drummond: | Life and Letters of Erasmus | Smith & Eldridge |
| Foreign Classics | | Scribner |

Containing volumes on the following authors: Calderon, Cervantes, Dante, Montaigne, Pascal, Petrarch, Rabelais, Tasso, Corneille, Racine, Molière, Goethe, La Fontaine, Musset, Rousseau, St. Simon, Schiller, Madame de Sevigné, Voltaire.

| | | |
|---|---|---|
| Chaucer: | Works, Students' edition, by Skeat | Clarendon |
| Craik: | English Prose Writers, 5 vols | MacMillan |
| Ellis: | Specimens of Early English Metrical Romances | Bohn |
| Garnett: | Translation of Elene, Judith, Brunanburh, Maldon | Ginn |
| Gayley: | Selection of the Best Comedies, 4 vols | MacMillan |
| Gummere: | Old English Ballads | Ginn |
| Hales: | Longer English Poems | MacMillan |
| Joyce: | Old Celtic Romances | Roberts |
| Langland: | Piers Plowman, by Skeat, Students' edition | Clarendon |
| MacLean: | Old and Middle English Reader | MacMillan |
| Manly: | Specimens of the Pre-Shakespearean Drama, 3 vols | Ginn |
| March: | Anglo-Saxon Reader | Harper |
| Minot: | Poems, by Hall | Clarendon |
| Morley: | Early English Prose Romances | Carisbrooke |
| " | Shorter English Poems | Cassell |
| Morris & Skeat: | Specimens of Early English, 3 vols | Clarendon |
| Norton: | Heart of Oak Books, 6 vols | Heath |
| Palgrave: | Golden Treasury of English Lyric Poetry | MacMillan |
| Pollard: | English Miracle Plays | Clarendon |
| Prose Masterpieces, 3 vols | | Putnam |
| Sharp: | Lyra Celtica | London, '96 |
| Shaw: | Choice Specimens of English Literature. | |
| Stedman: | Victorian Anthology | Houghton |
| Syle: | From Milton to Tennyson | Allyn |
| Thayer: | Best Elizabethan Plays | Ginn |
| Ward: | English Poets, 4 vols | MacMillan |

ENGLISH—GENERAL.

| | | |
|---|---|---|
| Allibone: | Dictionary of Authors, 5 vols | Lipp. |
| Bascom: | Philosophy of English Literature | Putnam |
| Brooke: | English Literature | MacMillan |
| Carpenter: | Guide to the Study of English Lyric Poetry | Chicago |
| Chambers: | Cyclopædia of English Literature, 2 vols | Lipp. |
| Emery: | Notes on English Literature | Ginn |
| Field: | Yesterdays with Authors | Houghton |
| Griswold: | Home Life of Great Authors | McClurg |
| Hazlitt: | Lectures on the English Poets | Bohn |
| Minto: | Characteristics of English Poets | Ginn |
| " | Manual of English Prose Literature | Ginn |
| Morley: | English Men of Letters, 39 vols | Harper |
| " | First Sketch of English Literature | Cassell |
| Morley & Tyler: | Manual of English Literature | Sheldon |
| Pancoast: | Introduction to English Literature | Holt |
| Pryde: | Highways of Literature | Funk & Wagnalls |
| Richardson: | History of English Literature. | |
| Ryland: | Chronological Outline of English Literature | MacMillan |
| Swinton: | Studies in English Literature | Harper |

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|---|---|---|
| Taine: | History of English Literature | Holt |
| Welsh: | English Masterpiece Course, with References | Burdett |
| " | Development of the English Language and Literature | Scott |
| Welsh: | Digest of English and American Literature | Griggs |
| Westlake: | Outlines of Literature | Lower |
| Winchester: | Five Short Courses of Reading | Ginn |

ENGLISH: EARLY PERIOD.

| | | |
|---|---|---|
| Brooke: | Early English Literature | MacMillan |
| Courthorpe: | History of English Poetry; I, Middle Ages | MacMillan |
| Jusserand: | Literary History of the English People, vol. I, To the Renaissance | Putnam |
| Lounsbury: | Studies in Chaucer, 3 vols | Harper |
| Morley: | English Writers, 11 vols. | Cassell |
| Ten Brink: | Early English Literature, 3 vols | Holt |
| Wharton: | History of English Poetry, 1100-1700 A. D | Ward, Lock |
| Wülcker: | History of Anglo-Saxon Literature | MacMillan |

ENGLISH: MIDDLE PERIOD.

[See also Drama.]

| | | |
|---|---|---|
| Gosse: | History of the 18th Century Literature | MacMilllan |
| Hazlitt: | Literature of the Age of Elizabeth | Bohn |
| Saintsbury: | History of Elizabethan Literature | MacMillan |
| Wharton: | History of English Poetry, 1100-1700 | Ward, Lock |
| Whipple: | Literature of the Age of Elizabeth | Houghton |

ENGLISH: MODERN PERIOD.

[See also Fiction.]

| | | |
|---|---|---|
| Corson: | Introduction to Robert Browning | Heath |
| Dowden: | Studies in Literature, 1789-1877 | London, '78 |
| Hodgkins: | Nineteenth Century Authors | Heath |
| Saintsbury: | History of 19th Century Literature | MacMillan |
| Stedman: | Victorian Poets | Houghton |

ENGLISH: DRAMA.

| | | |
|---|---|---|
| Baker: | Plot Book of Some Elizabethan Plays | Ginn |
| Bartlett: | Concordance to Shakespeare | MacMillan |
| Bates: | The English Religious Drama | MacMillan |
| Bates & Godfrey: | The English Drama | Wellesley College |
| Boas: | Shakespeare and His Predecessors | Scribner |
| Brandes: | William Shakespeare; A Critical Study, 2 vols | Scribner |
| Coleridge: | Lectures on Shakespeare | Bohn |
| Corson: | Introduction to Shakespeare | Heath |
| Dowden: | Shakespeare Primer | Harper |
| " | Shakespeare, His Mind and Art | Harper |
| Dyer: | The Folklore of Shakespeare | Harper |

| | | |
|---|---|---|
| Everett: | Poetry, Comedy and Duty | Boston, '88 |
| Freytag: | The Technique of the Drama | Griggs |
| Hennequin: | The Art of Play Writing | Houghton |
| Hudson: | Shakespeare's Life, Art and Characters, 2 vols | Ginn |
| Jones: | The Renascence of the English Drama | London, '95 |
| Lowell: | Old English Dramatists | Houghton |
| Moulton: | Shakespeare as a Dramatic Artist | MacMillan |
| Price: | The Technique of the Drama | Brentano |
| Ransome: | Short Studies of Shakespeare's Plots | MacMillan |
| Sherman: | Analytical Questions on Plays of Shakespeare | Miller |
| Snider: | The Shakespearan Drama, 3 vols | Sigma Pub. Co. |
| Symonds: | English Dramatic Poetry, 4 vols | London, '84 |
| Ulrici: | Shakespeare's Dramatic Art | Bohn |
| Ward: | English Dramatic Literature [to 1714], 2 vols | MacMillan |
| Wendell: | Shakespeare | Scribner |

ENGLISH: PROSE FICTION.

| | | |
|---|---|---|
| Bowen: | Catalogue of Historical Novels and Tales | London '82 |
| Griswold: | Descriptive Lists of Novels (all Countries) | Cambridge '95 |
| Lanier: | The English Novel | Scribner |
| Moulton: | Four Years of Novel Reading | Heath |
| Raleigh: | The English Novel, to Sir W. Scott | Scribner |
| Russell: | Guide to British and American Novels | London '94 |
| Simonds: | Introduction to English Fiction | Heath |
| Tuckerman: | History of English Prose Fiction | Putnam |

AMERICAN: COLLECTIONS.

| | | |
|---|---|---|
| Adams: | American Orations, 3 vols. | Putnam |
| Bryant: | Library of Poetry and Song | Fords |
| Irish: | American and British Authors | Columbus, O. |
| Kenyon: | Golden Treasury of American Songs and Lyrics | Page |
| Lodge: | Ballads and Lyrics | Houghton |
| Lowell: | Among My Books, My Study Windows | Houghton |
| Modern Classics, 34 vols. | | Houghton |
| Old South Leaflets, 3 vols. | | Boston |
| Prose Masterpieces, 3 vols. | | Putnam |
| Riverside Song Book | | Houghton |
| Stedman & Hutchinson: | Library of American Literature, 11 vols. | Webster |

AMERICAN: GENERAL.

| | | |
|---|---|---|
| Adams: | Dictionary of American Authors | Houghton |
| Bates: | Text Book of American Literature | MacMillan |
| Hawthorne & Lemmon: | American Literature | Heath |
| Matthews: | Introduction to Study of American Literature | A. B. C. |
| Nicol: | American Literature | Black, Edinburgh |
| Pancoast: | Introduction to American Literature | Holt |

| | | |
|---|---|---|
| Pattee: | History of American Literature | Silver |
| Richardson: | American Literature, 2 vols. | Putnam |
| Stedman: | Poets of America | Houghton |
| Tyler: | History of American Literature (to 1783) 4 vols. | Putnam |
| Warner: | American Men of Letters, 14 vols. | Houghton |
| Watkins: | Primer of American Literature | A. B. C. |
| Whitcomb: | Chronological Outlines of American Literature | MacM. |
| White: | Philosophy of American Literature | Ginn |

## HISTORY AND CIVICS.

### GENERAL REMARKS AND SUGGESTIONS.

It has been said that man differs from the brutes chiefly in this, that instead of each individual being compelled to begin anew, and learn by painful experience what his ancestors learned ages ago, the experience of the generations is gathered up and handed on for the benefit of posterity. Standing upon the heights won by the toil and blood of our forefathers, it is possible for us to press on to new heights, to achieve new conquests. This is the method and meaning of progress.

Now it is pre-eminently in history and literature that the garnered wisdom and experience of the past is preserved. There are found the thoughts and hopes and fears of men from the dim origin of the race. There also the deeds, good and evil, which they wrought, the manner of their lives, and the inevitable results consequent upon each. It is through history and literature, therefore, that the child enters into the inheritance of his race and nation and stands forth, no longer a stranger in a strange land, no longer enveloped by a darkness which veils the past and obscures the present, but surveying with intelligent eye the past, interpreting by its light the present, and by the experience of both, forecasting the future.

In view of this conception of history, it is obvious that the facts are the first thing to be learned—not all the facts, still less all the dates, but still a goodly number of both.

Nevertheless, facts are only the first requisite; they are the beginning, not the end, of history. He knows no history whose knowledge of the facts is vague and uncertain; but he knows very little history, and that little to no purpose, who knows only the facts. These are important, not on their own account, but because of their relations to what preceded and followed them, and unless this relation be firmly grasped, the facts remain so much useless lumber, to be speedily dropped into merited oblivion.

This does not mean that Hegelian abstractions are to take the place of concrete realities. On the contrary, "nothing will be gained by treating the laws of history abstractly in the class room, but the history should be handled in such a manner

that the pupil will inevitably understand the workings of the laws."

For example, suppose the question to be the "right of conquest"—a question than which there can be none more fundamental for a correct understanding of history. Instead of giving an abstract explanation, point out to the class the significant fact that nearly all the decisive battles have been won by the smaller army and ask—why? They will be plunged into a sea of conjecture, but in the end, guided by pertinent questions, they will see that the decisive thing in war is not merely numbers, nor brute force, nor leadership, nor experience, nor intellectual superiority, nor all of these combined, but a something behind and above them which we call moral qualities or character. Having arrived at this point, they will be able to appreciate that might is indeed right, but only because, in the long run, right is might, and to see why and how it is that the nations have, on the whole, met their deserts. From the moment when this belief becomes a living reality, the "survival of the fittest" acquires a new sense which makes all history eloquent with ethical meaning.

Among the laws of history, to which reference was made above, this is one of the most fundamental.

Modern historical science is founded upon the proposition that history, in the objective sense, is merely a part of the universal process of evolution and subject to the same or similar laws. Two of the chief proofs of this, which are now seen to be in reality corollaries of it, are: first, the ascertained fact that all human societies develop in substantially the same manner and through corresponding intellectual and industrial stages; secondly, the discovery that natural environment is the primary fact in the history of any race and that all phenomena of history and civilization are indissolubly linked with the economic or material conditions of existence.

From the beginning of historical study, every opportunity should be seized to make the pupils think out these fundamental truths for themselves and show how the most important and far reaching historical events were brought to pass by men like ourselves in all essential respects, impelled by the ordinary motives which govern to-day and in all ages have governed men's everyday life. In particular, attention should be early directed

to the fact that every political organization corresponds to a certain social organization, and that this in turn grows out of and depends upon a certain distribution of property and mode of life—e. g. that the hunting and fishing, the pastoral, the agricultural, and the manufacturing and commercial stages have each a definite social and political organization.

In the same way feudalism can be shown to be, not an accident or an anomaly which existed only in Europe between the 10th and 15th centuries, but a stage of human development, found in all ages and countries, whenever the attempt is made—usually as a result of conquest—to maintain a government over an extended territory during the purely agricultural stage of industry.

Concerning details of method, the following suggestions are offered:

(1) The connection of historical events with physical geography should be emphasized both by questions and by drawing of memory maps to illustrate all important events and movements.

(2) In recitations, the questions should not be answerable by yes or no, nor even by a mere repetition of the words of the book, but should call for thought and comparison. Topical recitation in the pupil's own words is the ideal.

(3) The teacher will do well to spend a few minutes daily in emphasizing the important points in the lesson just recited, and also in explaining the drift and meaning of the events to be taken up in the succeeding lessons. If done with full mastery of the bearings of the subject, employing constant comparisons, cross-references and showing the continued influence of the past in the present, this is the most valuable and stimulating part of the teacher's work. "Here is the place where the teacher's superior knowledge and training tells; here is the place also for stirring up the minds of the pupils."

(4) History is more than a record of battles, and more than the biographies of great men; yet these are very essential parts of it. Both extremes are to be avoided, on the one hand, the resolving of history into a record of wars and of heroes, and on the other, the omission of all dramatic incidents and all personal elements. While taking pains to show the bearing of

battles on history, together with the reasons for their outcome, and also the extent to which great men have been merely the embodiments and representatives of the ideas and tendencies of their times, it is nevertheless well to select a few great battles and great men for intensive study, concentrating upon them light from as many different sources as possible, and handling them with dramatic vividness and fervor, till they stand out clearly in every incident and feature.

(5) Great assistance will be derived, and the value of the study will be increased ten-fold, if regular work is assigned outside of the text-book. This should cover, first, other modern historical accounts; second, modern works of literature or art dealing with the events or characters, such as historical poems and novels, or pictures and statues; and lastly and chiefly, whatever original authorities may be accessible. In this connection the fundamental distinction between original and secondary authorities must be made so plain that it can never be forgotten. Oral or written reports, and essays are indispensable.

(6) Reviews may be conducted profitably in three different ways: by the so-called "fluent-recitation" method, the pupils reciting at length upon topics assigned them individually in advance, subject to corrections and additions by the class at the close of their recitations; by the "rapid-question" system, which consists in a constant fire of terse questions demanding instantly terse answers, the least hesitation resulting in another pupil being called on; and finally by the topic-system, in which a certain list of questions, covering all important points, is given out at the beginning of the review, a certain number being assigned for each day, but not to individual pupils, and then recited upon according to the fluent-recitation system, supplemented by rapid questions. It will be seen that this plan combines both the others, with the peculiar advantage that each pupil must prepare the fluent-recitation upon every topic assigned for that day. For this reason it gives the most satisfactory results.

An additional incentive may be given by premising that the questions for the final examination will be selected from the list used in review. Where a hundred or more questions are given, there are no serious objections to this plan. On the contrary, it offers numerous advantages.

## GENERAL HISTORY.

General directions as above.

The work should be so planned that neither teacher nor pupil can possibly lapse into the memoriter method. For this purpose, carefully prepared topical outlines, with assigned readings, are to be recommended. At the same time, there is such a thing as the teacher doing too much of the talking. The field is endless and self restraint is a necessity.

Sources should be used so far as available; next to these, the best secondary authorities.

From lack of space, the latter are not included in the reference lists given below, except in a few instances; these being chiefly such as contain extensive bibliographies.

The classes should also receive, in advance, well selected lists of historical novels, which should be included in the required readings. Compare those named for collateral reading in literature.

### FOR REFERENCE AND COLLATERAL READING.

[See also under Literature.]

BIBLIOGRAPHY.

| | | |
|---|---|---|
| Adams: | Manual of Historical Literature | Harper |
| Allen: | History Topics | Heath |
| Botta: | Handbook of Universal Literature | Houghton |
| Bowen: | Descriptive Catalogue of Historical Novels | London, '82 |
| Bowker-Iles: | Reader's Guide in Economic, Social and Political Science | Putnam |
| Cossa: | Introduction to the Study of Political Economy, | MacMillan |
| Griswold: | Descriptive Lists of Novels [all nations] | Cambridge |
| Langlois: | Manuel de bibliographie historique | Hachette |
| Poole: | Index to Periodical Literature, 4 vols | Houghton |
| Stephenson: | Syllabus of Lectures on European History | Terre Haute |

[See also under Methods, especially Hall and Hinsdale.]

METHODS.

| | | |
|---|---|---|
| Altamira: | La Ensenanza de la Historia | Madrid, '95 |
| Barnes: | Studies in Historical Method | Heath |
| Bernheim: | Lehrbuch der historischen Methode | Leipzig, '94 |
| Droysen: | Principles of History | Ginn |
| Fling & Caldwell: | Studies in European and American History | Miller |
| Freeman: | Methods of Historical Study | MacMillan |
| Hall: | Methods of Teaching and Studying History | Heath |
| Hinsdale: | How to Teach and Study History | Heath |
| Kemp: | An Outline of Method in History | Terre Haute |
| Mace: | Method in History | Ginn |

### TEXTS AND OUTLINES.

Andrews: Institutes of General History ..... Silver
Fisher: Brief History of the Nations ..... A. B. C.
Lavisse: Political History of Europe ..... Longmans
Ploetz: Epitome of Universal History ..... Houghton
Putnam-Jones: Tabular Views of History, to 1890 ..... Putnam
Sheldon: General History, with Teachers' Manual ..... Heath

### GENERAL REFERENCE WORKS.

Encyclopaedia Britannica.
Fisher: History of the Christian Church ..... Scribner
Flint: The Philosophy of History in France ..... Scribner
Freeman: Historical Geography of Europe, 2 vols ..... Longmans
Haydn: Dictionary of Dates ..... Appleton
Heilprin: Historical Reference Book ..... Appleton
Keane: Ethnology ..... MacMillan
Labberton: Historical Atlas ..... MacCoun
Larned: History for Ready Reference, 5 vols ..... Nichols
Lord: Beacon Lights of History, 5 vols ..... Fords
Morris: Hegel's Philosophy of the State and of History ..... Griggs
Spencer: Descriptive Sociology, 8 vols ..... Appleton
Thomas: Dictionary of Biography ..... Lippincott
Weber: History of Philosophy ..... Scribner
Whewell: History of the Inductive Sciences, 2 vols ..... Appleton
Wilson: The State: Historical and Practical Politics ..... Heath

### ANCIENT.

Freeman: History of Federal Government in Greece and Italy ..... MacMillan
Herbst u. Baumeister: Quellenbuch [Greek history] ..... Teubner
Hill: Sources of Greek History ..... MacMillan
Nichol: Tables of Literature and History B. C. 1500, A. D. 200 ..... Glasgow
Peter: Chronological Tables of Greek History ..... MacMillan
" Zeittafeln der röm. Geschichte ..... Halle
Schäfer Abriss d. Quellenkunde d. griech. u. röm. Gesch. ..... Leipzig, '89
Trask: Greek History by the Library Method ..... Lee & Shepard
" Roman History by the Library Method .... Lee & Shepard
Wachsmuth: Einleitung in das Studium d. alten Gesch. ..... Leipzig, '95
Weidner: Quellenbuch [Roman History] ..... Teubner

[See also under Languages.]

### MEDIEVAL AND MODERN.

Balzani: Early Chroniclers of Italy ..... London
Dahlmann-Waitz: Quellenkunde d. deut. Geschichte ..... Göttingen '94

Emerton: Introduction to the Middle Ages.....Ginn
" Medieval Europe .....Ginn
Getchell: Medieval History by the Library Method.....Ginn
Hallam: Introduction to the Literature of Europe, 2 vols.....Armstrong
Henderson: Historical Documents of the Middle Ages.....Bohn
Lavisse et Rambaud: Histoire générale du IV e siècle à nos jours, 12 tomes.....Hachette
Masson: Early Chroniclers of France.....London
Monod: Bibliographie de l'historie de France.....Paris '88
Munro: Translations and Reprints from Original Sources, 4 vols.....Univ. of Pa.
Poole: Historical Atlas, from Decline of Roman Empire.....Clarendon
Richter-Kohl: Annalen d. deut. Gesch., to 1056, 3 Bde.....Halle
Schilling: Quellenbuch zur Gesch. d. Neuzeit.....Berlin '90
Thatcher & Schwill: Europe in the Middle Age.....Scribner
Zeller: L'histoire de France raçontée par les contemporains.....Paris '82, seq.

[See also under English History, and Civics.]

## ENGLISH HISTORY.

XI, 1: Montgomery, chapters I-VIII.
XI, 2: Montgomery, chapter IX, seq.

England alone of modern natlons solved the problem of uniting liberty and order, local self-government and an effective central government. Free constitutional government, wherever existent today, is either an offshoot of the English system, or a direct and conscious imitation of it.

This gives the cue for the treatment of English history. The constitutional development should be followed with the greatest care, every effort being made to show why the course of events was for many centuries exactly opposite in England from what it was all over the continent.

The development of the constitution being conditioned upon certain social changes, and these in turn upon industrial development, it is necessary to study in some detail these economic conditions and the resulting social stratification. Not only Crécy and Agincourt, but still more the House of Commons, is not to be understood without reference to the causes which raised up the yeoman class and made the lesser nobility their political allies and leaders.

The work should be so planned as to require much more outside reading than in general history, and especially more study of the "sources." A list of topics should be prepared for each period, and a list of references added for each topic, giving the chapter or pages to be read.

**For general** suggestions, see the introductory remarks under history; **and for** general reference works, those cited under general history.

## REFERENCE WORKS.

[See also under Literature.]

### BIBLIOGRAPHY.

| | | |
|---|---|---|
| Allen: | Topical Outline of English History | Heath |
| " | Reader's Guide to English History | Ginn |
| Cheyney: | Social Changes in 16th Century as Reflected in Literature | Ginn |
| Gardiner & Mullinger: | English History for Students | Holt |
| George: | Syllabus of English Literature and History | Heath |
| Wilder: | Topics for the Study of English History | Lee & Shepard |

### SOURCES.

| | | |
|---|---|---|
| Cromwell: | Letters and Speeches, ed. by Carlyle | Minerva Library |
| Gardiner: | Constitutional Documents of the Puritan Revolution | Clarendon |
| Green: | Readings from English History | Harper |
| Henderson: | Historical Documents of Middle Ages | Bohn |
| Munro: | Translations and Reprints, 4 vols | Phil. |
| Powell: | English History from Contemporary Writers, 8 vols | Nutt |
| Prothero: | Statutes and Other Documents | MacMillan |
| Stubbs: | Select Charters, etc., [to 1272] | Clarendon |

### GENERAL WORKS.

| | | |
|---|---|---|
| Ashley: | English Economic History, 2 vols | Longmans |
| Cunningham: | English Industry and Commerce, 2 vols | MacMillan |
| Cunningham & McArthur: | Outlines of Eng. Industrial Hist. | MacMillan |
| Gardiner: | Student's History of England | Longmans |
| Gibbins: | Industry in England | Scribner |
| Green: | Short History of the English People | Harper |
| Low & Pulling: | Dictionary of English History | Cassell |
| Medley: | Student's Manual of English Constitutional History | MacMillan |
| Rogers: | The Economic Interpretation of History | Putnam |
| Toynbee: | The Industrial Revolution in England | Humboldt |
| Traill: | Social England, 6 vols | Putnam |

## UNITED STATES HISTORY AND ECONOMICS.

[For Reference Works, see under Civics.]

The work in the text should be so handled as to lead up constantly to fundamental problems in the history of civilization, such as those cited below. The object is to introduce pupils to the dynamics of history.

The method which has proved most successful is briefly as follows:

(1) To require an accurate statement of the facts.

(2) To demand an explanation of the facts. Here of course the pupils are immediately at sea and numerous absurd theories are started, but by dint of plying them with questions, calling attention to resemblances and differences in the history of other times and countries, they can usually be made to think the matter out for themselves.

(3) After this has been done with some measure of success, the question is tersely formulated and given to the class or to certain pupils for further investigation in reference books, a connected oral report being called for at some future session, usually the next recitation.

(4) Finally, the whole matter is briefly reviewed and summed up in an informal lecture, the pupils making notes of the chief points. They are thereafter held responsible for it on all occasions, including examinations.

### TOPICS FOR DISCUSSION IN CLASS.

1. Definition of civilization. Show by comparison and induction that it involves (1) knowledge of the material arts, (2) ripening of the intellect and (3) of the power of self-control.

Fundamental character of the latter and time necessary for its acquisition. The evil results of forced or premature civilization: e. g. the ancient Celts (Cf. Lamprecht, Deutsche Geschichte), the modern Slavs, Indians and other barbarians.

Connection of the predominant Indian blood in Spanish America with the chronic state of revolution there existing.

2 Analysis of the right of conquest—e. g. that of America by the whites—showing that it rests upon superiority in civilization, and that in conflicts between civilizations might is right, because in the long run only right is might. Relation of this to the survival of the fittest in animal world.

Meaning of "Die Weltgeschichte is das Weltgericht." Sense in which the medieval conception of battle as a "Judgment of God" may be justified. Illustration of this in the Civil War.

3. Connection of civilization with the law of decreasing returns. Show that it originated and has advanced through the pressure of population upon the limit of subsistence. Exemplification of this in the passage without foreign instruction, (1) from the hunting and fishing to

the pastoral mode of life; (2) from the pastoral to the agricultural; (3) from the agricultural to the manufacturing and commercial.

Reasons for the general uniformity of the stages through which all civilized races have passed. Extent to which this is subject to variation—e. g. conditions in which the pastoral stage is skipped. Compare on this point the Arabs and the Six Nations.

Conditions which result in arrested development. Compare the arctic and equatorial regions with the temperate zones.

4. Analysis of civilization showing that all advance beyond the purely agricultural stage rests upon a constantly widening division of labor, as illustrated in (1) the house economy (Hauswirthschaft), (2) city economy (Stadtwirthschaft), (3) national economy (Nationalwirthschaft), (4) world economy (Weltwirthschaft).

See Bücher, Die Entstehung der Volkswirthschaft (Tübingen, '93).

5. The military and political organization growing out of each stage of economic development. The points to be brought out are in the main as follows:

(1) The limitation of hunting and fishing tribes by the scanty food supply. Military and political results of this limitation.

(2) The limitation of pastoral tribes only through the available pasturage. Reasons for their patriarchal organization and military efficiency.

Explanation of the fact that the great despotisms of history were mostly founded by pastoral tribes. Elements of despotism, viz: command of common resources and union of spiritual and political powers. Examples of this in the Natchez, Aztecs, Peruvians, and old world despotisms.

From this point of view, what can be said of Alexander's claim to be the son of Jupiter Ammon? What bearing had the medieval contest of Emperor and Pope upon the development of modern liberty?

(3) The reappearance, in the purely agricultural stage (house-economy), of clans and tribes in the form of territorial divisions, and the military paralysis which ensues in this stage, from lack of means either to raise or support an army—e. g. the Saxons at the Norman conquest. Possible means of maintaining fighting power, (1) the expedient adopted by the Suevi (de Bello Gallico IV, 1-3) and the Six Nations, (2) quartering of soldiers and civil officers on the peasants —i. e. feudalism.

Reasons why the former plan is soon abandoned and feudalism invariably adopted during this stage.

(4) The economic unit in the city-economy, viz. the city with the country economically dependent upon it. Tendency of this to become a political unit, illustrating the familiar principle that economic dependence is the first step toward political dependence. Examples in Greece, Rome and medieval Europe.

(5) Establishment of national states as a result of the division of labor over large territories and the consequent development of commerce and a money economy.

Connection of the mercantile theory and the doctrine of protection with this conception of a national economy.

(6) The world economy now developing through international division of labor. Its political embodiment in International Law, supported by the fleets and armies of the several nations, and the increasing restraint thus laid on individual nations.

Connection of the doctrine of free trade with the world economy.

6. Reasons why the Norse discovery of America was of so little importance and the Spanish of so much. Fundamental changes in industry and society which had taken place in Europe in the meantime.

7. Reasons why the Spanish settlements were confined to the regions inhabited by the semi-civilized Indians. Consider (1) the greater military efficiency of the barbarous and savage tribes, e. g. Apaches and Araucanians; (2) their uselessness as sources of revenue.

8. Explanation of the relatively pure blood of the English settlers as contrasted with French and Spanish America. Examine (1) the motive of settlement, (2) the economic condition of the natives.

9. Economic reasons for decline of Spanish power in Europe and America. Find by analysis the only true and enduring source of wealth. What advantage does the modern plan of getting rich by manufacturing and commerce have over the old plan of conquest and tribute? Compare the present world economy with the Roman empire.

10. Fundamental reasons, economic and political, for the defeat of France in America. In what sense was the conflict between civilizations, and in what respects was the victor superior to the vanquished?

11. Commercial and military importance of rivers before the use of steam; e. g. Hudson, St. Lawrence, Mississippi.

12. Causes which produced democracy in New England, aristocracy in Virginia and South Carolina, viz: (1) climate, soil and crops; (2) waterways; (3) character of population. Connection of these with prevalance of township in New England and county in South.

13. The conception in Europe of a colony, its nature and use, which led to the Revolution. What apparent economic foundation has this conception in the law of decreasing returns?

14. Conditions which fostered particularism in the colonies. Connection of these with the party of strict construction.

15. The conditions necessary for the success of the slave system in respect to (1) soil, (2) size of estates, (3) cash crops, (4) markets, (5) fresh land.

Distinction between the slave system and the medieval serf system.

Explanation of the land-hunger of the slave power which dominated American politics down to the civil war.

16. The three districts in which the slave industry was most fully developed, with causes.

Reasons for the transference of political leadership from the Atlantic to the Gulf States.

17. The two ways in which individual wealth may be secured, (1) by producing it, (2) by obtaining it from others without rendering an equivalent. The effect of each on society as a whole.

Explanation of the comparative growth of North and South in wealth and population from 1790 to 1860, and of the South before and since the war.

18. Bearing of the relative diversification of industry in the North and South upon the result of the war.

From the economic point of view, what constitutes superiority in civilization, and why?

19. Effect of the destruction of the slave system, (1) on the organization of society, (2) on the distribution of political power among the several classes of whites in the South.

Connection of the present Populist party in the South with the abolition of slavery. How did the reconstruction policy of Congress retard this political readjustment?

20. Economic reasons why the Democratic party, which upheld the doctrine of strict construction till after the war, has now gone to the other extreme, while the Republican party is shifting in the direction of strict construction.

What change has occurred in the classes controlling the two parties, respectively, or the interests represented therein?

21. Steam and electricity as agents in industrial and political consolidation. Consider their influence on (1) growth of cities, (2) formation of trusts and other monopolies, (3) governmental administration over wide areas.

22. Explanation of the enormous increase of population in the old countries of Europe during this century. Connection with (1) machinery, (2) opening up of new countries, i. e. the world economy. Bearing of the law of decreasing returns upon this question.

23. In case of commerce between two nations, one chiefly manufacturing and commercial, the other agricultural, what does the former gain (and lose), by buying provisions and raw materials abroad? What does the other gain, by buying manufactured articles abroad, supposing it to be unfitted for making them at home? Does it gain, or lose, or neither, if it buys instead of manufacturing them, notwithstanding it is fitted to make them?

24. Detailed analysis showing in what sense and to what extent commercial rivalry is the substance without the name of war.

Resemblances and difference between tribute and foreign commerce; relation of both to law of decreasing returns.

Explanation of the colonial rivalry of European nations.

25. An account of the four great panics in America, finding by

analysis: (1) the antecedent conditions common to all; (2) the manner in which these conditions resulted from waste of labor and capital; (3) the reasons why the process of recovery is of necessity slow.

26. Nature of a monopoly. By which of the two methods mentioned above (No. 17) does it acquire wealth: (1) if the price is advanced to the maximum-revenue limit; and (2) if the price is reduced as rapidly as the economies in production allow?

27 Comparison between the slave-labor system and the trust system, as respects (1) the production of wealth; (2) the distribution of wealth among the several classes; (3) the existence of a strong middle class.

28. If the trust system is carried through, destroying the middle classes, what political effects may be expected to follow?

Are there any indications of a tendency in it to raise up a new middle class to replace the classes it destroys?

29. In case the trust system proves to be the logical and unavoidable form for the management of modern industry, what means, if any, can be devised to insure that society as a whole shall share in the benefits of the economies of production which it renders possible?

30. Causes of present political corruption, covering the following topics: (1) the growing inequality of wealth and opportunities; (2) the exclusive seeking of wealth by the people, and (3) the spoils system.

## REGULATIONS FOR ESSAYS.

In addition to taking part in class discussions of the topics named above, and such others as may suggest themselves, each pupil is to write an essay on some one of them, or some historical event which illustrates some of the principles therein suggested. This essay is due the first Monday after Christmas vacation. It will count in place of the final examination, or if the pupil is excused from that, will count one-third the final average.

A list of topics suitable for this purpose, with references attached should be given the class not later than the second month of school.

The references under each topic should include (1) all the "sources" available in the school or public library, (2) three or four good modern authorities, the chapters or pages to be read being specified.

The regulations for the essay are as follows:

1. Not less than 1000 words in length, nor more than 2000.

2. All books or authorities consulted or read during the preparation of the essay to be cited in footnotes.

3. No assistance to be accepted from any other person.

4. The essay must be the result of individual investigation and thinking; otherwise it will not be accepted.

5. The purpose being to discover, not alone how history, in the objective sense, is made, but also how it is written, the following questions should be kept in mind while reading the original authorities, with a view to answering them in the introduction to the essay:

(1) Who was the author and what opportunities had he to know the facts?

(2) What judgment can be formed concerning his trustworthiness—i. e., his ability to see things as they were, and his disposition to report things as he saw them? In answering this question, it is necessary to consider not alone his ability, education, prejudices of race, religion, or class, but also and especially the following:

a, Was the work in question intended to serve as history?

b, If so, had the author any motive for wishing to influence the verdict of posterity?

c, If not intended for history, what end was the work intended to serve, and how does this affect its reliability as historical evidence?

(3) After subjecting the work to this analysis, how much remains that can be accepted as authentic?

(4) What importance can be ascribed to this residuum, and why? This involves the consideration of the question—what kind of historical evidence is of the most worth? Why?

In order to answer these questions, the pupils must of course work out some elementary notions of historical criticism, but as this is simply systematic common sense applied to historical records, it should not be above the capacity of High School seniors.

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## CIVICS.

Civics should be treated as a continuation of the course in U. S. history and economics, using, as points of departure, the conclusions previously reached.

The connection of political questions with social conditions, and the dependence of social conditions upon economic changes, should be constantly emphasized. In this connection attention should be called to the fact that the failure of popular government in Greece and Rome was due to economic causes, and it should then be pointed out that forces tending in the same direction are in active operation today. This leads up to a momentous question, which should be squarely met and answered, viz.—what are the conditions necessary for the maintenance of a republic? Do these conditions still exist in America? By what forces are they endangered? What factors, if any, are present in the modern experiment of self government which were lacking in the ancient world?

The standpoint herein assumed implies that the method of criticism and comparison which has proved so fruitful in other fields is to be applied to the problems of political science. It implies, furthermore, that study is no longer to be directed merely to the framework of government, nor yet exclusively to its actual working, but over and above these, to those social forces which make and unmake governments and

nations. And it implies, finally, that it is high time to grapple seriously with the political problems that confront us, seeking not only to bring to light the hidden causes of existing evils, but also and chiefly to arouse a sturdy patriotism based on discriminating knowledge rather than national conceit; a patriotism ready to defend the honor of the nation and the flag at any cost, yet well knowing that "peace hath her victories no less renowned than war," and conscious that to live for one's country is sometimes an even greater test of devotion than to die for it; a patriotism that will take the form of contempt and passionate indignation against the mercenary politicians and corrupt bosses who have defiled the Temple of the Republic and tarnished its fair fame.

The topics named below and others of like character should be assigned for discussion and supplementary work, definite references being added under each to the best accessible authorities. The reports should be carefully prepared, a portion in the form of set essays, the rest oral; the class in either case making notes of the chief points. Free discussion should be encouraged and indeed required.

## TOPICS FOR DISCUSSION IN CIVICS.

1. *The Township in England*, (1) during migrations, (2) in Anglo-Saxon period, (3) after Norman conquest.
2. *The Township in America*, (1) in New England, (2) Virginia form (parish), (3) New York system, (4) Pennsylvania system, (5) in Illinois.
3. *The County in England*, (1) while independent, (2) after subjection to kings of Wessex, (3) after Norman conquest, (4) circuit courts.
4. *The County in America*, (1) in the South, (2) in New England, (3) New York system, (4) Pennsylvania system, (5) in Illinois.
5. *City Government: a*, causes of corruption; *b*, means of reform; (1) municipal home rule, (2) concentration of power and responsibility in mayor, (3) election of council on general ticket by proportional representation, (4) election of upper house by taxpayers, (5) an educational or other qualification for voting.
6. *State Constitutions*, (1) confusion caused by insertion of sections bearing on private and administrative law, (2) causes, viz. distrust of legislatures, desire for permanence, zeal for reform, (3) the direct referendum as a substitute for this method.
7. *State Executives*, (1) absence of unity in departments, hence of responsibility, (2) results if all subordinate officers were appointed by the governor.
8. *State Legislatures*, (1) choice by gerrymander, (2) limitation to districts and the resulting exclusion of able men, (3) election on general ticket by proportional representation as a remedy, (4) executive initiative as remedy for logrolling, bribery and blackmailing.

9. *State Finance*, (1) failure of general property tax, (2) changes needed to adopt tax system to modern conditions, (3) the need of a state budget which legislature could decrease but not increase.
10. *State Courts*, (1) subservience to bosses and criminals caused by election for short terms—e. g. the conditions which produced the Cincinnati riots, (2) the jury system as a protection to the criminal and a hindrance to justice, (3) possible reforms, viz. the appointment of judges to serve during good behavior, and the rendering of a verdict by 9 out of 12 jurors, only intelligent men being accepted.
11. *Decline of States*, (1) shown in lessened interest, inferior men elected, limitations on action of legislatures; (2) causes, viz. growth of central government and cities, (3) dangers of this decline and possible remedies.
12. *Constitutional Convention*, (1) difficulties and means of overcoming them, (2) respects in which its action was revolutionary, (3) sources of constitution.
13. *State versus Government*, (1) definition of each, (2) classification of states, with examples, (3) classification of governments, with examples.
14. *The Federal State*, (1) its characteristics, (2) advantages, (3) comparison of chief Federal states.
15. *Separation of Departments*, (1) origin and development of the idea, (2) the practice in America, (3) advantages and disadvantages.
16. *Choice of President*, (1) why the electoral plan failed, (2) objections to present mode, (3) objections to direct election, (4) possible advantages of proportional plan in each state.
17. *Confidence in President*, consider (1) the size, composition and election of Congress, (2) reasons for present discredit of legislatures the world over.
18. *The Cabinet*, (1) comparison with English Cabinet, (2) results of American plan, (3) possible means of giving the President a positive influence in legislation.
19. *U. S. Senate*, (1) compromise character, (2) as representing the states, (3) its practically direct election, (4) effects of senatorial elections in state politics.
20. *Executive Functions of Senate*, (1) in foreign affairs, (2) evils of senatorial dictation in appointments.
21. *House of Representatives*, (1) the gerrymander, (2) advantages of election on general ticket in each state by proportional representation, (3) educational qualification for voting, (4) means of keeping experienced men in Congress.
22. *The Speaker*, (1) in England, (2) as a party leader in America, (3) comparison with Prime Minister in England, (4) effect if deprived of appointing power.
23. *Committee System*, (1) origin, (2) effect on legislation, responsibility, debate, executive departments, public interest, private and cor-

rupt influences, (3) possible modifications, viz., appointment of committees by President, exclusive executive initiative in financial matters, executive power to dissolve Congress and order a new election.

24. *Private Bills*, (1) definition, number, time occupied; (2) effect on logrolling, lobbying, bribery and blackmailing; (3) possible remedies, viz. a Private Bills Commission to examine publicly all private bills during recess of Congress, no private bills to be introduced in Congress except by this Commission, and no bill so introduced to be amended, referred to a committee, or otherwise disposed of except by a direct vote.

25. *Public Finance*, (1) absence of unity and responsibility, (2) the remedy, viz. a budget introduced by the Secretary of the Treasury, Congress to have power to decrease but not to increase it or add new items.

26. *Federal Courts*, (1) necessity of independence, (2) proper field for injunction proceedings, (3) the eleventh amendment and repudiation, (4) the "living voice of the constitution."

27. *Changes in Constitution*, (1) by amendment, (2) interpretation, (3) usage.

28. *Increasing Centralization*, causes (1) economic, e. g. steam and electricity, (2) political, (3) moral or sentimental.

29. *Parties*, (1) reasons for existence, (2) subjection to bosses through patronage, funds obtained by blackmailing, and control of nominations; (3) reform of parties (a) by regulation of caucuses and nominations according to forms observed in elections, (b) by nomination on petition, all nominees to appear in a single alphabetical list.

30. *Spoils System*, (1) origin in the confusion between public welfare and private interest usually made in democracies; (2) similarity to feudalism (a) in use of public funds to secure and reward private services, (b) in the growth of a de facto government behind the nominal government, (c) in the payment of salaries and multiplication of offices in inverse proportion to the public services rendered, (d) in the choice of men for office without regard to fitness, (e) in the use made of the criminal classes and the protection afforded them; (3) its oligarchical and ultimately monarchial tendencies, e. g. Croker and Platt; (4) the merit system as the only means of restoring and maintaining a republican form of government.

## WORKS FOR REFERENCE AND COLLATERAL READING: ECONOMICS, U. S. HISTORY, CIVICS.

(See also under General History.)

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| **Bowker-Iles:** | Readers' Guide in Econ., Pol. and Soc. Science | Putnam |
| **Cossa:** | Introduction to Study of Political Economy | MacMillan |
| **Cohn:** | History of Economics | American Academy |
| **Ingram:** | History of Political Economy | MacMillan |
| **Kirkup:** | History of Socialism | MacMillan |
| **Rand:** | Bibliography of Economics | Wilson |

### ECONOMICS: GENERAL WORKS.

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| **Andrews:** | Institutes of Economics | Silver |
| **Bagehot:** | Economic Studies | Longmans |
| **Gide:** | Principles of Economics | Heath |
| **Hadley:** | Economics; Property and Public Welfare | Putnam |
| **Lalor:** | Cyclopaedia of Pol. Econ., Pol. Science and U. S. History, 3 vols | Maynard |
| **Marshall:** | Economics of Industry, new edition | MacMillan |
| **Palgrave:** | Dictionary of Political Economy, 4 vols | MacMillan |
| **Walker:** | Elementary Political Economy | Holt |

### ECONOMIC HISTORY.

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| Bruce: | Economic History of Virginia in 17th Century, 2 vols | MacMillan |
| Bullock: | Introduction to the Study of Economics | Silver |
| Cheyney: | The Third Revolution | American Academy |
| Cooley: | Theory of Transportation | Baltimore |
| Dunbar: | Economic History since 1763 | Cambridge, '85 |
| Dyer: | The Evolution of Industry | MacMillan |
| Hobson: | The Evolution of Modern Capitalism | Scribner |
| Juglar: | A Brief History of Panics | Putnam |
| Movement of Prices, 1840-94 | | Bureau of Statistics |
| Schmoller: | The Mercantile System | MacMillan |
| Von Halle: | Trusts in the United States | MacMillan |
| Weeden: | Economic and Social History of New England, 1620-1789, 2 vols | Houghton |
| Wells: | Recent Economic Changes | Appleton |
| Wright: | The Industrial Evolution of the U. S. | Flood & Vincent |

[See also under English History.]

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| Jevons: | Money and the Mechanism of Exchange | Appleton |

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Cohn: Science of Finance ..... Chicago
Cossa: Taxation, Its Principles and Methods..... Putnam
Ely: Taxation in American States and Cities..... Crowell
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Brown: Genesis of the United States, 2 vols..... Houghton
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Mowry: History of the United States ..... Silver
Sheldon-Barnes: Studies in American History ..... Heath
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